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ABSTRACT

The second booklet in the series Career Development in Head Start concerns the third component of career development, career ladders. Job descriptions are given for each step in the teaching ladder--the teaching assistant, traits, tasks, and training; the teaching assistant trainee; the teaching assistant; the senior teaching assistant; the career assistant teacher; the teacher; the teacher-trainer; teaching ladder supports (team meetings, supplementary programs, teaching opportunities outside Head Start, going up the teaching ladder: some examples, the teaching assistant and the development of a child). Job descriptions are also given for each step in the community services ladder--the community assistant, traits, tasks, and training; the community assistant trainee, the community services assistant, the senior community assistant, the career community assistant, the social worker, the community services director, community services ladder supports (opportunities outside Head Start, going up the community services ladder: some examples, the community assistant and the development of a child). Provided in appendices are "New Careers: A Checklist for Workers" and career development materials: a selected bibliography of sources and recommended resources. (KM)

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CAREER DEVELOPMENT IN HEAD START

CAREER

DEVELOPMENT

TRAINING PROGRAM

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PART II: THE TEACHING AND COMMUNITY SERVICE LADDERS

ED 072851

CAREER DEVELOPMENT IN HEAD START

by

HYMAN WOLOTSKY, CAROL-COE CONWAY MUELLER,
RODNEY L. ANDERSON, AND HILDA ARCHER PILSON

CAREER DEVELOPMENT TRAINING PROGRAM
BANK STREET COLLEGE OF EDUCATION

PART II: THE TEACHING AND COMMUNITY SERVICE LADDERS

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• Program Staff

Rodney Anderson
Garry Barkow
Marsha Emerman
Kathryn Hooker
Angela Kochera
Fred Magee
Carol-Coe Conway Mueller
Hilda Pilson
Anne Redman
Hyman Wolotsky

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A NOTE ABOUT THE CAREER DEVELOPMENT TRAINING PROGRAM

The Career Development Training Program was designed by Bank Street College of Education in response to the national need for leadership training in the career development component of Project Head Start. Two major objectives were outlined: 1) to develop three booklets to be utilized as training and resource materials by and for career development coordinators and other Head Start personnel providing counseling and training services in the career development area and 2) to train regional training officers as trainers of Head Start personnel responsible for career development in the centers.

The three booklets comprise the series, CAREER DEVELOPMENT IN HEAD START. They were conceived by the director of Bank Street College's Career Development Training Program, Hyman Wolotsky, and were written under his direction and with his collaboration.

A week-long institute was repeated three different times during June and July, 1970 to achieve the training of trainers objective of the program. The institute series accommodated about 90 participants including some regional program officers in addition to the regional training officers. The institute faculty was composed of eighteen Bank Street College staff members as well as some consultants.

The Bank Street College Career Development Training Program was conducted under a grant from OEO administered by Project Head Start's Leadership Training Division.

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Norma Champion	Michigan State University, Lansing, Michigan
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Josue Diaz	Project Head Start, HEW Region II, New York, N.Y.
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Necia Nembiard	Wayne State University, Detroit, Michigan
Delia Nieves	Head Start Program, Educational Alliance, New York, N.Y.

Mary O'Neal	Head Start Program, Phillips Center, Milwaukee, Wisconsin
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INTRODUCTION

LADDERS PROVIDE REACHABLE GOALS

Career ladders are the backbone of career development in Head Start. Combined with the other components of career development, they provide a series of reachable goals that lead to a staff member's final objective. The other parts of career development include (1) task analysis, (2) entry level positions, (3) training and education, (4) released time, (5) college credit for work experience and training, (6) salary increments, and (7) supportive services. They are described in the first booklet of this series, entitled "Career Development in Head Start: Components, Roles, and Program Options," of which this booklet on career ladders is a continuation.

WHY HAS THIS BOOKLET BEEN WRITTEN?

These booklets have been designed as source material for (a) Head Start paraprofessional and professional career development coordinators in individual centers, (b) members of area-wide career development committees, (c) trainers in career development, (d) Head Start directors, supervising teachers, and social services directors, and (e) other staff members interested in participating in career development efforts. In addition to providing an explanation of career ladders, this booklet includes sections describing the following ways of supporting career ladders:

... AND WHAT IS IT ABOUT?

1. Team meetings
2. Center projects that contribute simultaneously to the development of children, the career development of staff members, and the educational program for parents

3. Opportunities outside Head Start
4. Examples of career development in Head Start, based on interviews with staff members

Both the teaching ladder and community services ladder sections are concluded with a discussion of child development as it relates to those Head Start assistants.

SOME EXAMPLES OF CAREER DEVELOPMENT IN HEAD START

These examples of career development are varied because the men and women involved are staff members in Head Start centers throughout the country. They cover both urban and rural cases, a wide range of geographic regions, virtually all the ethnic groups that make up Head Start staffs, paraprofessional and professional positions, transfer from one ladder to another, and movement outside Head Start as well as movement in Head Start.

These examples of career development are not meant as models. Many have occurred without the assistance of established career development programs. Most of the examples describe movement within Head Start of paraprofessional staff members. This emphasis is not meant to indicate that career development and new roles for degreed staff members are less important than career development for Head Start assistants (or paraprofessional staff members). Because Head Start is an antipoverty program, in which "nearly two-thirds of the jobs . . . are potentially available to non-professionals,"[1] instances where poverty has been relieved by opportunities and efforts made in Head Start, are primarily those that are included here. It is not meant, however, to be implied that Head Start goals have been reached when poverty standards are passed by only a slim margin.

... BASED ON INTERVIEWS WITH STAFF MEMBERS

The titles of the positions in the examples are those that are actually used in the centers where the staff members are employed. The examples have been approved by the persons interviewed. The staff members of this program are grateful to all those interviewed for their generous assistance and their inspiration.

In describing career ladders, no suggestions have been made as to what requirements regarding either education or experience in Head Start might be established for each rung of a ladder. Local career development committees can best determine those guidelines and realistically relate educational requirements to the requirement of time employed in Head Start. Obviously, it is advantageous for all staff members interested in their career development to be enrolled in college courses as soon after being employed by Head Start as possible.

CAREER LADDERS FOR ALL HEAD START EMPLOYEES

Although this booklet concentrates on the teaching and community service ladders, career ladders and the other components of career development can and should be available to all the members of Head Start staffs, including clerical, health, maintenance, and kitchen personnel. Positions in these areas might lead to one of the rungs of the community services or teaching ladder.

FILMS TO USE IN INTRODUCING CAREER DEVELOPMENT

In beginning group discussions on career development, films are especially useful. Bank Street College of Education has produced a number of short films dealing with teaching auxiliaries and related topics. Among those which are related to career development coordinators are

"I Am a Teacher Aide" (a film strip), "Career Development," "Teams for Learning," and "Some Glimpses of Anthony."[2]

THE PURPOSE OF CAREER LADDERS

Career ladders give individuals a picture of their potential progress. They illustrate the idea that progress in one's job and improvement of one's living conditions are possible. Career ladders are, however, only one of the components of career development. They are one tool that can be used in making career development a reality, just as career development is one tool that can be used in eliminating poverty and providing the human services with needed personnel.

CAREER LADDERS

Career ladders provide a visible pathway from entry level positions to positions carrying the most responsibility in a center. They can be constructed by dividing all the tasks or activities performed in any given service area such as teaching, community services, administration, health services, etc. These tasks can be listed clearly by using the method of task analysis, described in the first booklet in this series on career development in Head Start.

HOW MANY RUNGS ON A LADDER?

The rungs or steps listed here as part of the teaching and community service ladders are meant to provide a general guide. Career development committees establish more or fewer rungs according to the needs and design of their program. With the exception of the teacher-trainer, the positions and their titles mentioned here are the steps recommended by Head Start. Job titles in parentheses indicate alternative titles used both in and outside Head Start. A reorganization of duties and responsibilities can provide new career opportunities for professional and paraprofessional staff members. How this might occur in teaching and community services ladders will be discussed in the following two sections.

HOW MANY PEOPLE ON A RUNG?

Here the rungs are meant to be steps which a staff member can go through up to the degreed positions. These rungs are not meant as an outline of all the job levels that are filled at one time by a set number of persons. As stated in the following chart, there can be four or five rungs on a ladder and only two staff members climbing this ladder.

Each person would occupy the rung that corresponds to his or her experience and training. And if a trainee (aide I) is ready to move and the assistant (aide II) is not, there could simply be two assistants (aide II's) and no trainee, if a center's budget permits. The same method could be used all the way up the ladder. In a center that has had a career development program for several years, all the auxiliary teachers may possibly be career assistant teachers (associate teachers) or career community assistants (associate social or community workers).

If career ladders are regarded as flexible, then they can be useful to very small centers as well as larger ones. They would also allow all staff members to move at their own pace. No one has to feel then that he or she must move up at a given moment if he is not ready to do so.

HOW BIG IS THE DISTANCE BETWEEN EACH RUNG?

Where there is career development, a staff member's position and salary should change according to the development of his skills, the amount of training received, and the months or years of experience on the job. An effective career ladder, then, would provide gradual steps between entry-level (trainee) and all degreed positions in a center in such a manner that there is no big gap in terms of responsibilities, required background, or salary between any two steps, where the budget permits.

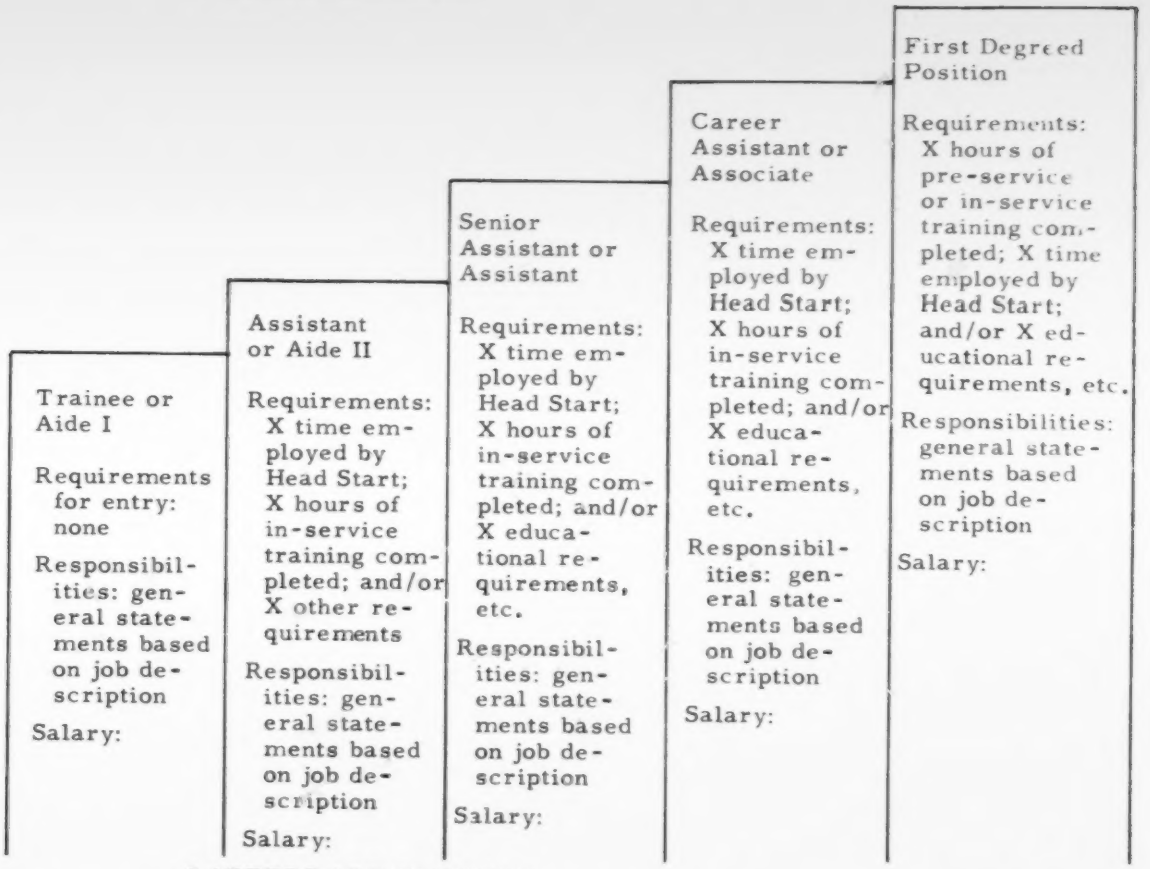
If federal funding is not available and if budget reorganization is not possible, another means of compensation, other than salary increments, can be considered. One method is that of reducing a staff member's work week

CAREER LADDERS

Each rung or position is built on the preceding one and leads to the next one, the goal being upward movement – based on experience, in-service training, and education (where appropriate)–from an entry level position requiring basic skills to positions with increasing responsibilities.

It is recommended (1) that requirements other than time employed in Head Start and completed hours of in-service training be stated in general terms, and (2) that requirements such as a high school degree or a specified number of college credits be realistically coordinated with the time of employment in Head Start that is required for moving from the preceding rung.

Head Start suggests that a person can advance from the entry-level position to the fourth rung (career assistant) in a year and a half to three years, spending 6 to 12 months on each of the first three rungs.


Trainee or Aide I
Requirements for entry: none
Responsibilities: general statements based on job description
Salary:
Assistant or Aide II
Requirements: X time employed by Head Start; X hours of in-service training completed; and/or X other requirements
Responsibilities: general statements based on job description
Salary:
Senior Assistant or Assistant
Requirements: X time employed by Head Start; X hours of in-service training completed; and/or X educational requirements, etc.
Responsibilities: general statements based on job description
Salary:
Career Assistant or Associate
Requirements: X time employed by Head Start; X hours of in-service training completed; and/or X educational requirements, etc.
Responsibilities: general statements based on job description
Salary:
First Degreed Position
Requirements: X hours of pre-service or in-service training completed; X time employed by Head Start; and/or X educational requirements, etc.
Responsibilities: general statements based on job description
Salary:

LADDERS ARE FLEXIBLE

"JOBS ARE SIMPLY FLEXIBLE COMBINATIONS OF TASKS WHICH CAN BE ARRANGED AND REARRANGED IN MANY WAYS."3

THERE CAN BE 4 OR 5 RUNGS ON A CAREER LADDER AND ONLY 2 STAFF MEMBERS CLIMBING THIS LADDER. THEN EACH PERSON WOULD OCCUPY THE RUNG THAT CORRESPONDS TO HIS EXPERIENCE AND TRAINING.

IF A TRAINEE (AIDE I) IS READY TO MOVE AND THE ASSISTANT (AIDE II) IS NOT, THEN THERE COULD BE 2 ASSISTANTS (AIDE II's), AND SO ON UP THE LADDER, IF THE BUDGET PERMITS.

while maintaining his present salary. The reduction of the number of weekly working hours compensates for the salary gap by allowing staff members more time to study and devote to their families and by increasing the actual amount earned per hour. Coverage for the hours a promoted staff member is not working could be provided by parent substitutes or volunteers. (See below for suggestions of alternative staffing patterns that would free money for career development. See also the first booklet of this series on career development in Head Start for suggestions regarding sources of funds.)

WHO'S HIRED FIRST?

In hiring Head Start staff members, preference is given to individuals from low-income families. An essential part of career development is that people are not screened out because they do not have a high school diploma or a specific amount of experience.

The tasks listed below under each position or rung of a ladder are meant to suggest how responsibility can be increased gradually as skills are increased. It is not being suggested that specific jobs be performed only on particular rungs. Nor is it suggested that particular tasks be performed only after "X" amount of experience.

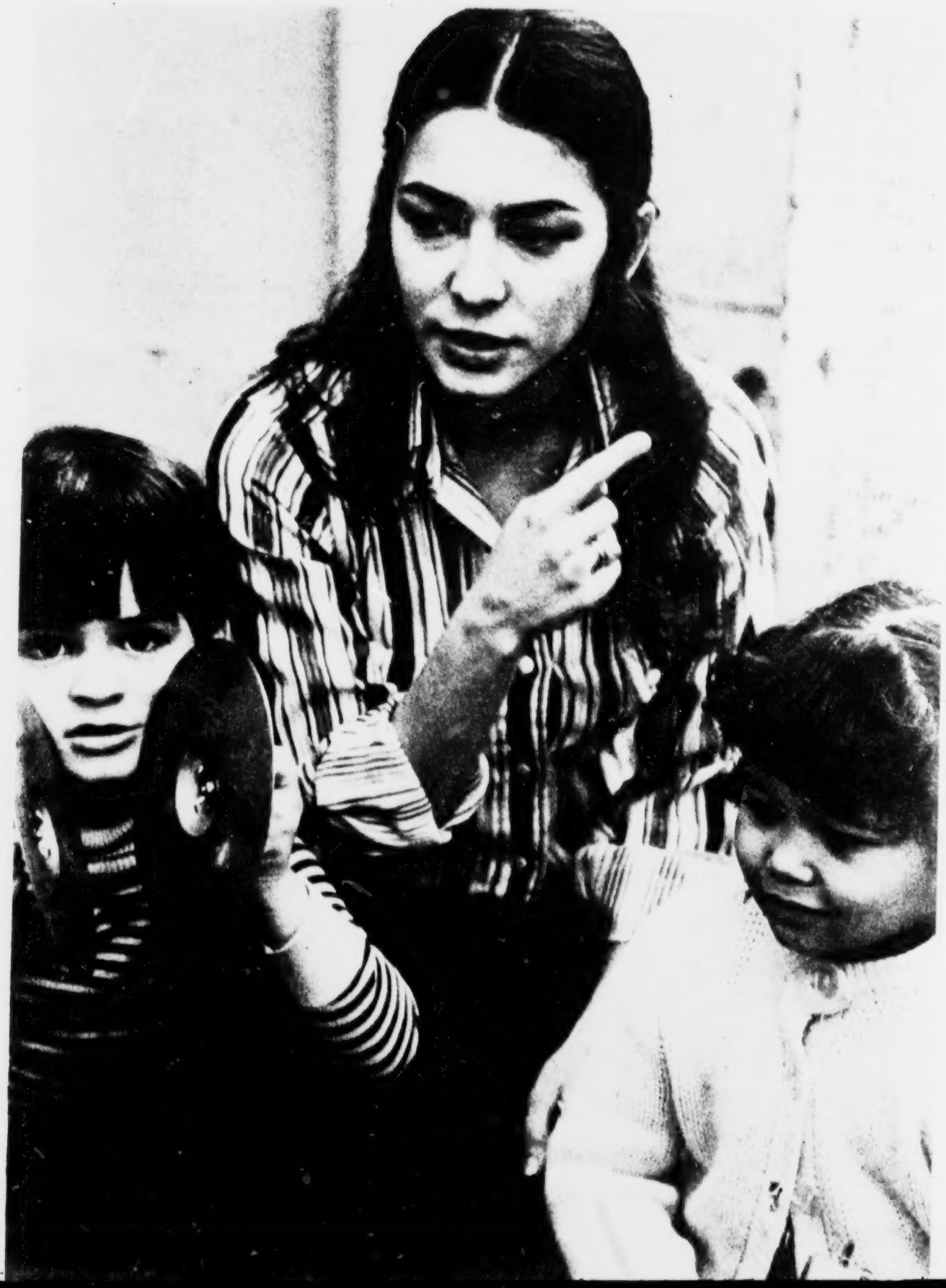
HOW MUCH TIME IS SPENT ON EACH RUNG?

This booklet does not recommend specific educational requirements for the different positions or a specific period of time to be devoted to a particular job on a ladder. Roughly speaking, Head Start estimates that it will take anywhere from one-and-a-half to three years to go through all four steps on the career ladder, from the entry level trainee position to the career assistant position. This would mean

that a person would spend six to twelve months on each of the first three rungs of a five-rung (trainee-to-professional) ladder. Career development committees can best determine those guidelines and realistically relate educational requirements to the requirement regarding time employed in Head Start.

CONSTRUCTING LADDERS

Area-wide career development committees or career development teams in individual centers (in cooperation with area-wide committees) may decide that a certain amount of experience is interchangeable with education requirements, such as two years' experience or X number of college credits. They may also decide to set up a different number of rungs than that proposed here. Some agencies feel that a position of Associate II should be included between the career assistant (associate) and the first degreed or professional position.



A TEACHING LADDER

1.	Teaching Assistant Trainee	(Aide I or Teacher Aide)
2.	Teaching Assistant	(Aide II or Teaching Assistant)
3.	Senior Teaching Assistant	(Assistant or Teacher Associate)
4.	Career Assistant Teacher	(Associate or Teacher-Intern)
5.	Teacher	(Group Teacher, Head Teacher)
6.	Teacher-Trainer	
7.	Supervising Teacher	(in Head Start agencies serving at least 500 children: not required)
8.	Educational Director	(in Head Start agencies serving at least 200 children)

THE TEACHING ASSISTANT: TRAITS, TASKS, AND TRAINING

PERSONAL QUALITIES OF THOSE WHO TEACH

If "work is love made visible," then teachers and teaching assistants are those persons who are meant to make their concern for children visible in their work. Warmth, understanding, and concern for children are the qualities most often cited by Head Start and education specialists as primary personal qualifications necessary for teaching assistants and teachers alike. In addition, teaching

assistants should be easy-going, firm without being inflexible, capable of inspiring and entering a child's imagination, simple and approachable in their style, patient, able to react well under stress, and members of the community they work in.

THE IMPORTANCE OF HAVING CONFIDENCE IN A CHILD

The similarity of a teaching assistant's background to that of Head Start children is especially important because aides or assistants serve as models for the children. In addition, they interpret both the center's educational goals to the community and the community's concerns to the center. It is also important that those who are part of the teaching process believe that every child really wants to and can learn even if this desire is not readily obvious. The respect and high goals a teacher has for a child will help influence how well the child learns and performs.

According to Head Start guidelines, every group of 15 children should have at least one paid teacher aide or assistant, one volunteer aide, and one teacher. In areas where English is not the most common language, either an assistant or the teacher in each classroom must be fluent in both the language of the community and English.[4]

TASKS OF TEACHING ASSISTANTS

The almost numberless tasks of teaching assistants include both routine details and a gradually increasing participation in instructional duties. Tasks of assistants at different stages on the ladder should not be rigidly predefined, so that staff members can grow in their jobs at their own pace. Those tasks listed below are simply meant to demonstrate ways in which responsibility can increase as skills are developed.

Tasks performed at one level may be performed at the next as well, in addition to new duties. Furthermore, one person would not necessarily do all the tasks listed below. And in small centers, teaching tasks may be combined with community-service responsibilities. In order to tap the talents of aides and assistants to their fullest extent, they can be asked what interests them most and be given a choice of activities.

LADDERS ARE BUILT FROM JOB DESCRIPTIONS AND TASK ANALYSES

The activities or tasks listed in the job descriptions are the ones for which staff members are trained and on which they are evaluated. These job descriptions are based on the task analyses and are fully described in the first booklet in this series on career development in Head Start.[5] Specific responsibilities are outlined on paper, with the understanding that, as teaching assistants grow in their abilities to assume other responsibilities, they can move into a new job category, where budgets permit.

Job descriptions can be adapted to particular situations and individual capabilities. They should include those areas in which the assistant has specific responsibility; that is, those duties for which the assistant is accountable. Many of the same tasks are performed at all levels of the career ladder, with increasing proficiency and understanding of the ways in which children learn. Generally, routine tasks are best shared by all staff members working together as a team and deciding who is responsible for what.

TRAINING IS THE KEY

One finding of a nationwide study on auxiliary personnel was that training is the most essential factor in the effective use of teaching aides or assistants.[6] These auxiliary teachers, according to other studies, contribute substantially to the achievement of the children in their classes.[7] In order that teaching assistants may become aware of the ways in which children can be helped to learn, training should focus on learning and development patterns of children as well as on the materials that are to be taught and how to use teaching materials. Professionals and auxiliaries seem to benefit from training together during pre-service orientation, and on the job as well. A recommended goal of team training of teachers, administrators, and auxiliaries is that "the needs of children become more important than the needs (of the adults) for personal achievement and recognition."[8]

SOMETHING TO AIM FOR

THE TEACHING ASSISTANT TRAINEE (Aide I or Teacher Aide)

When a trainee begins to work in a classroom, her efforts will first be directed, through routine tasks and home visits, toward becoming acquainted with children in the class and with their parents. She will give each child the kind of support that creates a trusting relationship between the child and the adult. This trust will encourage the child to try new things and experience learning in new ways. The trainee might, among other things:

-- greet children by name upon arrival
-- escort children
-- operating duplicating and audiovisual equipment

- -- assist in routine duties such as arranging the classroom, supervising snacks and meals, preparing teaching materials, and other household tasks which support the children's learning experiences just as instructional tasks do
- -- assist in group activity under the supervision of a teacher, assistant teacher or senior assistant
- -- work individually with children who need special attention
- -- act out stories with children
- -- lead children in games and songs
- -- supervise transition from one activity to another
- -- reinforce color, number, nature, and other concepts already taught to children
- -- participate in meetings of the classroom teaching team
- -- attend in-service workshops and individual or group conferences each week
- -- participate in sessions concerning the content of in-service training and career development

If the trainees enjoy their work, they will probably want to continue as teaching assistants. Questions concerning the rapport between assistants and other members of the teaching team could be discussed with a career development coordinator. Changes in duties might be suggested. Tasks might best be divided according to the skills, expectations, and attitudes of all members of the teaching team, in order that effective working relationships may be established. Exchanges of teachers might also be tried

in an effort to find the best working relationship. Staff members would, however, keep in mind any difficulty the children might have in relating to a new adult in the classroom.

If a trainee seems to prefer working with children for short periods of time only, transfer to the community services rung could be considered. When being placed on a rung of another ladder, a staff member's previous experience and time in Head Start should be taken into account.

As a means of becoming acquainted with the entire Head Start program, trainees and assistants can spend special days assisting each of the other staff members of the community, administrative, and health services on their jobs.

THE TEACHING ASSISTANT (Aide II or Teacher Assistant)

Benefiting from the experience as a trainee, teaching assistants take on some independent responsibilities, exercise their own initiative, and make certain decisions. In addition to assuming some or all of the trainee (or aide I) responsibilities, they might:

- -- teach arts, crafts, songs, games
- -- help develop the social, learning, and physical skills of children during free-play periods, and take responsibility for the class at these times
- -- help parents to understand the goals and methods of the classroom program
- -- listen to parents and interpret parental concerns to the teacher

- -- supervise the classroom for brief periods when the teacher is called away
- -- help to plan and supervise field trips
- -- take attendance and report absences to the teacher
- -- observe the daily health condition of children
- -- assist in routine duties
- -- work with a senior assistant or assistant teacher in conducting the classroom, under the guidance of a teacher-trainer
- -- participate in classroom or teaching team meetings
- -- attend in-service workshops and individual or group conferences each week
- -- participate in sessions concerning content of in-service training and career development

THE SENIOR TEACHING ASSISTANT (Assistant or Teacher Associate)

Senior assistants can work closely with the teacher in planning the daily activities, analyzing problems, and assisting in the training of new staff members. They might also:

- -- take charge of a small group engaged in a special activity
- -- help children to learn to express anger and settle arguments without fighting
- -- help create in children a positive attitude toward entering school

-- take charge of a sibling room, with the assistance of parents
-- substitute for group teacher when necessary
-- conduct class with a senior assistant or teaching assistant, under the guidance of a teacher-trainer
-- assist in routine duties

THE CAREER ASSISTANT TEACHER (Associate or Teacher-Intern)

Teaching assistants would select teaching techniques, take charge of the classroom as needed, and train other staff members. In addition, teaching assistants might:

-- assist in developing and implementing routines in classroom
-- assist in long-range classroom and/or curriculum planning
-- design instructional material
-- prepare bulletins, displays, and exhibits
-- assist the parent education program in infant and child development
-- assist with teacher substitute training program for volunteers
-- assist in routine duties
-- carry out all duties of a teacher under the supervision of a teacher
-- substitute for group teacher
-- conduct classroom with an assistant teacher, senior assistant, or teaching assistant, under guidance of a group teacher or teacher-trainer

-- participate in in-service training and individual and group conferences on career development

THE TEACHER (Group Teacher)

According to Head Start guidelines, teachers ideally should have a B.A. in early childhood education and experience as a teacher, children's nurse, or social case worker. As the "Manual of Policies and Instructions" states, this "does not mean, however, that only certified or formally trained persons should be considered. Since a male figure is missing in many poverty households, a man with limited training may be more desirable than a woman having all the requisite education. Similarly, a non-certified bilingual teacher is obviously preferable to a certified teacher who cannot communicate with the children enrolled in the center."[9]

A group teacher in centers where there is a career development program under way would:

-- design and plan the classroom program and daily schedule with assistants
-- provide training in various teaching methods
-- help to develop the teaching and leadership ability of aides or assistants through regular training sessions and individual conferences
-- coordinate parent conferences, home visits with parents, classroom parent meetings, etc., during which parents can discuss the problems and progress of their children and how they might assist in the child's learning

- -- work with the other teaching staff members and the career development coordinator in planning the in-service training program
- -- tap all possible resources in terms of personnel and materials
- -- lead a daily team teaching meeting, during which the day's experience is reviewed and the next day's program is planned

In addition to these activities, the teacher would be responsible for:

- -- analyzing the learning and emotional needs of children
- -- evaluating the children's progress
- -- selecting, with assistants, the materials to be taught
- -- presenting subject matter to the class
- -- seeing that children get attention from physician, dentist, social worker, psychologist, or speech therapist, according to their needs

THE TEACHER-TRAINER

NEW STAFFING PATTERNS MEAN

If the group teachers do their jobs effectively, they will find that their role in the Head Start Program will take on new dimensions involving new responsibilities, opportunities, and challenges. As the teaching assistants in a center gain in proficiency, training, and experience, the activity of two or three classrooms can be supervised by a group teacher who would then become a teacher-trainer.

This staff member would assist as needed in the daily program and act as a trainer, coordinator, and supervisor of the educational program and its supplementary programs.

... TRAINING FOR PROFESSIONALS TOO,

If there is appropriate in-service or other training opportunity available to group teachers, then teaching skills can be adapted to the tasks of training adults, serving as a resource on child development, and acting as an advocate of career development. And in cases where a teacher-trainer has a master's degree, it might be possible for a center to get a near-by college to grant credit to the trainees who participate in in-service workshops given by the training teacher, particularly when one area or subject is covered over a number of meetings.

... POSSIBLE CREDIT FOR IN-SERVICE TRAINING,

A university in the Midwest gives one hour of credit each for an in-service workshop in literature for preschool children and for a workshop in social services, which are conducted for Head Start staff members from a number of centers. Sixteen hours of class or workshop time are required for one college credit from this university, which runs on a two-semester schedule. In this case, two Head Start Regional Training Officers conduct the training workshops, rather than a Head Start teacher-trainer. (See the first booklet in this series on career development in Head Start for a discussion and description of training and educational opportunities for Head Start staff members.)

When a group teacher becomes a teacher-trainer, he would cover with the teaching assistants' classes that were previously conducted by two or three regular teachers.[10]

... FUNDS FOR CAREER DEVELOPMENT.

And in assuming supervisory responsibilities, the training teacher either frees the educational director to cover a greater number of centers, or shares the duties of the educational director with a new careerist staff member who has had some clerical experience and had demonstrated an ability to take charge of administrative tasks. As these new staffing patterns develop, budgets can be reorganized and money can thus be freed to support career development.

... AND NEW OPPORTUNITIES FOR ALL STAFF MEMBERS.

The development of the skills of a training teacher can also lead to opportunities outside Head Start. A Head Start teacher in the Midwest has become a part-time college instructor in a program for paraprofessionals at a nearby university. At the same time, she continues to work part-time in her Head Start center. Another Head Start teacher set up and became the director of a day care center, where she was able to introduce methods and objectives developed in Head Start.

TAPPING RESOURCES

As a result of the 1962 and 1967 amendments to the Social Security Act, increased federal money is available to states for the establishment of day care centers for the children of low-income families. Often individuals or local groups can initiate the establishment of these centers. And even in areas where there are day care centers, many more are necessary to meet present needs. Opportunities for professionals as well as for paraprofessionals are clearly increasing as career development, new careers, and educational and social service programs are being expanded. Jobs are there to be done; what is needed are personnel trained in both traditional and nontraditional ways to fill them and to work for the expansion of these jobs.

TEACHING LADDER SUPPORTS

Team Meetings

When two or three adults work together in a classroom, they need to plan their activities beforehand if the best use is to be made of their time with the children. Time for team meetings should be scheduled each day in order to go over the day's experiences and plan as a group the next day's activities.

WHAT IS THE VALUE OF TEAM MEETINGS?

As part of a nationwide study, an evaluation of in-service training was made in which aides and teachers in one school were asked to give their opinions of team meetings, including ways in which the meetings proved to be helpful. The participants in the study felt that among other things, team meetings served to:

- -- clear the air and point out problems
- -- give participants an opportunity to learn how to plan
- -- clarify roles
- -- help staff members understand each other
- -- encourage self-confidence and leadership

They also felt that team meetings provided an opportunity to learn teaching techniques, to discuss problems objectively, and to become more aware of learning patterns.[11]

Another study indicated a need for auxiliary personnel to be able to relate to one individual, other than the supervisor, who serves as a guide and a focal point in the

auxiliaries' development. Career development coordinators in Head Start could fill this role.[12]

Supplementary Programs

In both large and small Head Start centers, programs have been introduced which contribute simultaneously to the development of the children, the career development of staff members, and the educational program for parents. They include:

1. A training program for parents to become classroom substitutes
2. A sibling room for sisters and brothers of Head Start children
3. A parent training program in child care and the development of learning tools of children three months to Head-Start age.

PARENTS TRAINED AS CLASSROOM SUBSTITUTES

The training program for parents to become classroom substitutes extends career development opportunities into the community. It also prepares community members to assist in classrooms under the supervision of a staff member while other staff members participate in in-service, high school, or college training. In addition, in the classrooms there are always the same persons whom the children get to know and who are familiar with the program. One program consists of six two-hour sessions conducted over a period of three weeks, including 12 hours or more of practice teaching, and at least one individual conference with each participant, after practice teaching has begun.

Parents are paid for their work as substitutes on an hourly basis. Accurate records are kept of the number of hours they train and work so that they or their references may refer to this information when the parents apply for jobs. This practice can be extended to all paid and volunteer activities of community members.

ASSISTANTS IN SIBLING ROOMS

The second program, the sibling room, allows parents, while attending their center, to bring their children who are not yet enrolled in Head Start to a sibling room in the center. In one urban center, the play of the children in the sibling room is guided by a "lead teacher." This staff member is assisted by the parents of these children, who contribute one hour of their time for every four hours a child of theirs is in the sibling room. Parents are trained by the lead teacher while they assist in the room, and the lead teacher has the opportunity to work with and train adults.

... CAN MAKE UP ANOTHER RUNG ON THE TEACHING LADDER

The lead teacher of this sibling room began working as a teacher aide in the center three-and-a-half years ago, when one of her five children was enrolled in Head Start. After two years, she became a teacher assistant. Several months later, when the teacher in the sibling room resigned, this assistant was ready to move into that position as a "lead teacher," earning $117.00 a week. Her training at present includes a five-week leadership training program, intensive in-service training, work experience, and life experience.

The third program focuses on child care. It can be conducted by auxiliary staff members and parents who are initially guided by a teacher or director. In addition to gen-

PARENT TRAINING IN CHILD DEVELOPMENT

eral principles of child care, the program teaches parents how they can stimulate the verbal, visual, and hearing senses of children three months through two years of age. This may involve singing, talking, and reading to children, choosing playthings such as mobiles and musical toys, and doing exercises that provide physical and social stimulation for children. Learning these exercises develops learning abilities in children and prepares them to benefit more fully from experiences in Head Start and from instruction in the public schools. A number of studies have indicated that stimulation during this period makes a crucial difference in the later development of a child's learning ability and performance.[13]

Teaching Opportunities Outside Head Start

Today, certification laws are gradually being modified in a number of cities and states in a way which recognizes experience as an alternative qualification to college credit. Career development committees should keep informed of changes which mean more career opportunities for Head Start staff members. Possibilities for employment as child care or teaching aides (or whatever the title may be) can be explored in the following areas:

- -- day care centers (run by the city, the state, private social service agencies, industries, or colleges) that have training programs for low-income mothers
- -- public and independent schools
- -- social service agencies and hospitals that

have facilities to care for children while parents are occupied

PUBLIC SCHOOL POSITIONS FOR NEW PROFESSIONALS

Positions in the public schools include a wide variety of duties and extensive contact with adults as well as older children. Head Start staff members who express interest in older children should be aware of the types of positions that exist in their locality. In New York State alone, excluding New York City, 101 types of paraprofessional positions in schools have been identified. The most common are (1) room aides, (2) lunchroom aides, (3) library aides, (4) teaching aides, (5) playground aides, (6) monitorial aides, (7) audiovisual aides, (8) health service aides, and (9) remedial aides.[14] The number of types of aides in an individual school system is usually more limited. A listing of auxiliary positions and their salaries in two major cities will give some indication of the range of school positions in a single school district.

San Francisco	Salaries:	
Student Aide	$1.40	per hour
School Children's Monitor	2.31	per hour
School Aide I	2.31	per hour
School Aide II	2.55	per hour
School Aide III	638.00	per month
School Community Relations Asst.	525-638	per month
School Laboratory Attendant	1.68	per hour
School Laboratory Assistant	500-607	per month
School Patrol Aide	670-813	per month
Campus Control Aide I, II	525-775	per month
English Reader	3.03	per hour
City College Reader	3.03	per hour

New York City	Hourly Rates:	Yearly Rates Proposed by United Federation of Teachers in N.Y.C.:
Family Worker	$1.75	6,500-7,200
Family Assistant I, II	2.25-2.50	7,000-7,800
School Aide	1.75-2.00	
Student Aide I, II, III	1.50-2.00	
Teacher Aide	1.75	6,500-7,200
Educational Assistant	2.25-2.50	7,000-8,800
Educational Associate	3.25	8,300-8,800
Parent Program Assistant	3.50	8,200-8,500
Auxiliary Trainer	3.50	8,500-8,800

Public Schools, in cooperation with the Federal Career Opportunities Program, are developing a variety of career ladders. Below are two charts of the positions, educational requirements, and salaries in a career opportunities proposal prepared by a school in California.[15] The five fields of work are designed to permit mobility from one field to another. Diagonal transfer is achieved in this way.

TABLE I

Job Title / Field of work	TEACHER AIDE 0 - 30*	INSTRUC. AIDE I 31 - 60*	INSTRUC. AIDE II 61 - 90*	INSTRUC. AIDE III 91 - 120*	INTERN A.B. less credential
Teacher	TA	I	II	III	
Counselor	TA	I	II	III	
Social Worker	TA	I	II	III	
Librarian	TA	I	II	III	
Preschool	TA	I	II		

*College credits

TABLE II

Experience (in years)	TEACHER AIDE 0 - 30*	INSTR. AIDE I 31 - 60*	INSTR. AIDE II 61 - 90*	INSTR. A. III 91 - 120*	INTERN
1 - 2	1st yr-$2.24 2nd yr-$2.35	1st yr-$2.50 2nd yr-$2.72	1st yr-$2.86 2nd yr-$3.01	1st yr-$3.16 2nd yr-$3.31	$6,800 on certificated salary schedule
3 - 4	3rd yr-$2.59 4th yr-$2.72	3rd yr-$2.86 4th yr-$3.01	3rd yr-$3.16 4th yr-$3.31	3rd yr-$3.48 4th yr-$3.65	
5 - 6	5th yr-$2.86 6th yr-$3.01	5th yr-$3.16 6th yr-$3.31	5th yr-$3.48 6th yr-$3.65	5th yr-$3.83 6th yr-$3.93	
7 - 8	7th yr-$3.16 8th yr-$3.31	7th yr-$3.48 8th yr-$3.65	7th yr-$3.83 8th yr-$3.93	7th yr-$4.03 8th yr-$4.11	

*College credits

In the upper grades, the duties of a teacher aide or assistant will differ from the duties of Head Start staff members. Career development coordinators should know the tasks involved in positions outside Head Start that might be of interest to Head Start staff members. Below are listed some of the duties of teacher aides or assistants in public schools.

Some Instructional Tasks in Public Schools

-- helping to check homework
-- helping students to learn how to look up information
-- taking charge of small groups for drilling purposes
-- talking and listening to students who are upset
-- encouraging individual students to continue working

-- helping students settle arguments without fighting; intervening when students start fighting
-- interesting restless students in an activity
-- clarifying teachers' assignments for individual students
-- explaining school rules to students

Some Non-Instructional Tasks in Public Schools

-- keeping health and attendance records
-- supervising hallways, study halls, playgrounds, lunchrooms, school buses, field trips, etc.
-- typing and duplicating materials
-- collecting money from students; keeping records and making reports on money collected
-- filing and cataloging materials and reports
-- checking and ordering supplies
-- correcting objective tests
-- returning daily work and tests to students
-- straightening the classroom each day

Teaching aides in public schools often perform a variety of school community activities, such as making home visits, reporting problems to the counselor, helping to organize parent meetings, etc.

INTRODUCING TEACHING AUXILIARIES INTO THE PUBLIC SCHOOLS

In localities where auxiliary personnel have not been introduced into the public schools, or where they are in the schools on a limited basis, career development committees might consider participating in efforts to institute programs for auxiliary personnel which include the basic components of a career development plan. Recommenda-

tions derived from a nationwide study for the establishment of auxiliary programs in public schools are listed in the booklet "New Partners in the American School: A Study of Auxiliary Personnel in Education," by Garda W. Bowman and Gordon J. Klopf.

OTHER OPPORTUNITIES OUTSIDE HEAD START

In order to find out where teaching auxiliaries might be employed in independent storefront or community schools, career development coordinators could contact the local branch of the Urban League, local chapters of professional organizations, and other community organizations. Coordinators could also write the New Schools Exchange,[16] which compiles and distributes a continually revised directory of innovative schools throughout the United States.

Once an auxiliary has obtained 60 college credits, he or she could apply to public schools or cooperating colleges which participate in the Federal Teacher Corps program. This program provides for the employment of auxiliaries in schools located in low-income neighborhoods and for continued college study for these auxiliaries.*

*Teacher Corps programs for undergraduates will be conducted in 1970 by the following educational institutions: Alaska State Schools, Anchorage; Albany State College, Ga.; U. of North Dakota; U. of Oregon; Puerto Rico State Dept. of Education; and Black Hills State College, S. Dakota. Graduate programs will be conducted by San Francisco State College, Calif.; U. of Southern California; U. of Delaware; Public Schools of the District of Columbia; U. of Florida; Drake University, Iowa; U. of Kentucky; Western Kentucky U.; Southern U., La.; Oakland U., Mich.; Jackson State College, Miss.; Eastern Montana College; New Mexico State University; Buffalo State University College, N.Y.; Prairie View A & M College, Texas; Texas Southern U.; U. of Texas; U. of Vermont; and Pacific Lutheran U., Wash.

NEW PROFESSIONALS AS COLLEGE ASSISTANTS

At the University of Minnesota, an innovative program offers opportunities to paraprofessionals in teaching that could be introduced in other universities. The program draws on the resources of paraprofessionals as "cultural educational specialists" who work with university professors as co-teachers of a course in urban affairs for all incoming freshmen. The specialists, who are about 30 in number, also study at the University.

Going Up The Teaching Ladder: Some Examples

An Assistant Teacher Who Began As A Cook

When Mary O'Neal* and her family left Alabama for Milwaukee in 1963, she also left a six-day, thirty-dollar-a-week bench helper's job in a bakery. For the next two years she worked as a housekeeper in a hospital, earning little more than at the bakery. When Head Start opened its doors in 1965, Mrs. O'Neal got a job as a cook/housekeeper. As the mother of six young children, cooking and cleaning were second nature to her; as a woman without a high school diploma, it seemed as though housekeeping was the one source of income she could depend upon. It didn't take long for Mrs. O'Neal to see that she would like to spend all her time at the center working with the children in the classroom.

During the first two years, there were no openings for a teacher aide. Mrs. O'Neal continued as cook and housekeeper for the center. However, the director recognized her ability to relate to children. Whenever one of the teaching staff was absent, the director was happy that Mary O'Neal could serve as a substitute teacher aide. Then, in 1967, the University of Wisconsin at Milwaukee conducted two courses in child development in which Mrs. O'Neal enrolled. She was given a certificate upon her completion of the courses, but was not granted any credit.

* Mary O'Neal is the actual name of the person described here. She requested that her real name, rather than an initial or a pseudonym, be used in this example.

Early in 1968, a teaching aide position opened up at her center, which Mrs. O'Neal filled. At the same time, she began to attend classes in the newly developed Head Start supplementary training component of career development offered through the University of Milwaukee. After completing three courses, she began a fourth, in English.

Mrs. O'Neal found it difficult to maintain her home life while attending the supplementary training courses late in the afternoon. Therefore, she discontinued supplementary training and enrolled in a G.E.D. course which was held in the evenings. For the following seven months she attended classes four nights per week, preparing for her high school equivalency diploma. During the summer, she also substituted for a teacher in her Head Start center. In August 1969, Mrs. O'Neal completed her G.E.D. and found that the pressures at home had lessened enough to permit her to return to the supplementary training classes.

In the fall of 1969, Mrs. O'Neal was put in charge of a classroom. She was hired as an assistant teacher. Since she was no longer substituting as a teacher, her salary was reduced because her center's budget, like most Head Start budgets, was tight, and had not been designed to accommodate staff increases. Mrs. O'Neal was put in charge of a classroom, and with the assistance of a teacher aide she now plans and directs the program for the children. She consults the education supervisor and a degreed teacher when necessary. Her center has regular in-service training,

and Mrs. O'Neal has gained considerable know-how from these sessions as well as support and assistance from the supervisor and the teachers she has worked with during the past five years.

Since she started Head Start supplementary training, Mrs. O'Neal has completed 24 credits toward her A.A. degree. She hopes ultimately to have her B.A. in Early Childhood Education.

Mrs. O'Neal is active not only in working for her own career development, but in supporting the overall Head Start career development program as well. A year ago, she was elected chairman of the Head Start career development committee for the city of Milwaukee. She feels that the background she gained from an eight-week Head Start leadership training course has greatly helped her to serve in this capacity. She also believes that the Milwaukee career development program was aided immeasurably by a three-day training program of the New Careers Training Laboratory of New York University, particularly in relation to task analysis, what it is, and how to do it. She states, "There have been some great changes in our program since they met with us."

Seven years ago, Mary O'Neal scrubbed pots and pans in Birmingham. Now she has a key role in an important movement to improve the career opportunities of many people in Milwaukee.

A Father is Preparing For His Future

Mr. S is a 39-year-old Sioux Indian who lives on a reservation in the Northern Great Plains. After his discharge from the Army in 1954, he married and began to raise his family. For the next ten years he attempted unsuccessfully to develop a cattle ranch on his family's land. Eventually he found work in seasonal construction. He held a supervisory position with one of the companies, but it left the reservation and he was unable to move with it.

Head Start began a program on his reservation in 1965, and he enrolled two of his children in the program. He did volunteer work at his center and was asked to be the part-time bus driver. He held this job for four months until a full time position as custodian-bus driver became available. He held that position for three-and-a-half years. Because his center was small, he had considerable daily contact with the children in the classroom, kitchen, and playground, and on his bus runs. He expressed his interest in working as a teacher aide, but there was only one slot for this position and it was filled.

In the fall of 1969, he and the teacher aide asked to be allowed to exchange positions, and this met with approval within the program. As a teacher aide, Mr. S was able to do a job in which he had a strong interest.

Mr. S had quit school in the ninth grade. He began to participate in his Head Start program's supplementary training while he studied, with the help of the center's

teacher, for the G.E.D. He had been out of school for 20 years at this time, but was able to pass three sections of the high school equivalency examination. At the university which conducted Head Start supplementary training, he completed several courses, for which he will get credit once he has completed the G.E.D. He is enrolled in an Associate of Arts program, majoring in early childhood education.

During his first few months as an aide, Mr. S. worked closely with the Head Start center teacher and was also advised by a university professor of early childhood education. His center conducts regular in-service training, which has helped him considerably in developing his classroom skills.

Mr. S has observed changes going on within himself since he has become a teacher aide. He commented, "Once I never did like to talk in front of a lot of people. I was afraid to make a mistake, but in our activities like workshops, I get out there now and do it." He was recently elected to the Parents' Committee of the reservation's Follow Through Program.

He believes that a degree earned through supplementary training will allow him a secure future either on or off the reservation. He has just recently completed his G.E.D. He has explained to his children that he is going to school to help himself as well as them in the future. He stated, "If I can move up, then maybe someone else can try this career development. Someone else can come and take over my job. I have high hopes for an Associate of Arts degree, but I've got to learn a lot first. It takes time—everything you do—it takes time."

From Public School Teacher to Maid to University Faculty Member

Mrs. A was the tenth child of a farm family living in the South. They were a close family and worked together on their 50 acres of land. Her parents wanted their children "to go to school, to learn how to be good citizens, to develop the farm and 'make something of themselves.'" With this background, she grew up with a sense of pride in her heritage.

When Mrs. A went away to college in Tennessee, she worked for a faculty family as a "foster daughter." She worked her way through college by helping the family with household chores. She was awarded a B.S. degree in home economics education in 1954.

She returned to her home town—the first student in that community to have completed four years of college—and began teaching home economics in the high school. In addition to her classroom activities, she established adult classes for her students' parents. She also assisted entire families with their personal projects conducted at the high school. She was married a year later and continued to teach until she and her husband moved North in 1956. A year later, their first child was born.

The next several years were difficult ones for Mrs. A. She discovered that she could not find work as a home economics teacher. When she applied for jobs, she was told, "There are no positions open," or "You need eight more hours of student teaching." So she worked as a cook at a sorority house, a maid in a private home, a housekeeper

in hospital wards, a ward clerk, and a waitress in private homes. It was necessary to do two of these jobs at once in order to make ends meet. There were two children in the household at that time. In 1962 her husband died.

In 1964, she was able to work as a teacher aide who trained teachers to work with the problems of children of low-income families and their community in a public nursery school. The salary for this job was $34.50 a week, so she continued to supplement this income by serving dinner parties in private homes. At the same time, she worked for the local board of education as a part-time teacher in homemaking.

In the fall of 1967, Mrs. A was employed as a full-time Head Start teacher. She became part of a team which developed a curriculum guide for her city's Head Start program. At this time, she enrolled as a night student at the state university located in her city.

The following year, she was offered an internship through the university which allowed her to study as a full-time student and begin work on a master's program with a major in educational psychology. As an intern, she taught Head Start children four days a week. A fifth day was devoted to seminars, laboratory observations, home visits, and parents' meetings. At night she attended the required courses and worked on term papers and evaluations.

Mrs. A completed her M.A. degree in August 1969. At that time she was offered a position at the university as an instructor in its Head Start leadership training program. She accepted the position, and is now a part-time faculty

member in the College of Home Economics, Department of Family and Child Science. She teaches part-time at the university's nursery, which also serves as a laboratory for the Head Start leadership training program. In addition, Mrs. A acts as a resource person for parent education and serves as a consultant to Head Start programs.

Thinking back on the years since she left college in the South, she stated: "Critics have embarrassed me with their praise for my forethought, satisfactory service, and willingness 'to go the second mile.' My two children were my inspiration. I have thoroughly enjoyed the whole process of my development."

A Head Teacher Who Brought Her Rural Background to The City

Mrs. P was born in the rural South. Her family was large, and she warmly recalls everything that growing up in the countryside gave her as a person. Her high goals for herself, her sense of independence, and her fairmindedness, she feels, were largely shaped by her rural background. She received her elementary education in a two-room schoolhouse where children of all ages were taught by one teacher. After finishing high school, she went to college at a Southern state university for two years, where she studied psychology.

Seven years ago, at the age of 19, Mrs.P left her home and moved permanently to a large city in the East. She had spent the two preceding summers in that city, and during the second summer had worked as a volunteer with a tutorial program in one of the black sections of the city.

Prior to her arrival in the city, she applied for admission to one of the city colleges and was accepted as a student. However, many of the credits she had already earned were not transferable, because she had come from an unaccredited college. She enrolled as a night student and got a job as a coding clerk to support herself. She continued to do volunteer work with the tutorial program on Saturdays.

In September 1964, she was hired as a Head Start teaching aide and worked days while continuing with night school. The following summer she held two full-time jobs, working as an aide during the day and as the director of a language arts program in another community center in the evenings. That fall she returned to night school, while continuing to work as an aide. During the early part of 1967, she began to look for college programs in early childhood education. Several months later, she was appointed assistant teacher in the Head Start program of a college in the city which specialized in early childhood education. She continued to attend night school while she worked full-time.

During Mrs. P's second year as an assistant teacher, the group of children she was assigned to work with was divided into morning and afternoon sections. The head teacher asked her to begin to take over the planning and direction of the afternoon program. During that same year, the teacher became ill and was forced to leave. Mrs. P found herself directing, without a substitute for the missing teacher, both the morning and afternoon sections, consulting the education director when necessary. No mention was ever made of replacing the teacher during the remainder of the year. Near the completion of the second year, she was

asked to become head teacher of the group. She now works with a young man who is a full-time teacher aide.

During the time that she worked as a Head Start teacher aide and a volunteer in tutorial programs, Mrs. P had changed her major from psychology to sociology. When she was appointed assistant teacher, she was a sociology major with a few years' experience in early-childhood-oriented programs. Because she had completed approximately 100 hours toward her degree, she did not want to change her major to early childhood education, but she began to take courses which would ultimately allow her to become a certified teacher. She has now completed all the work for her degree in sociology, as well as nine hours in teacher certification. In order to get this certification, she has enrolled in the master's program of the college where she is currently employed in a Head Start program.

After years of long days and nights, of spending too little time with her husband and home, Mrs. P has reached part of her goal. When she looks back upon her youth and the time spent in the country schoolhouse, she remembers that expectations for people were high and positive, as opposed to what she has seen and heard in schools in low-income neighborhoods of the city where she lives. She hopes to be able to influence the lives of the children she teaches in much the same way she was influenced as a child.

A Spanish-Speaking Teacher Who Got Tired of Making Moccasins

"If I had to go back to sewing and making moccasins in my father's boot shop like I used to, I would not feel fulfilled." Mrs. B is in her third year with Head Start. She feels that she has found an occupation in which she can make use of her ability.

Mrs. B was born in the rural Rio Grande Valley. About ten years ago, she and her husband reluctantly left the valley in search of work. They finally settled in a town in Texas because one of their children was seriously ill. In this town, Mrs. B enrolled one of her children in Head Start; she was then hired as a teacher aide. She has come to have a strong community feeling through the contacts she makes with the families at her center. Before coming to Head Start, she had completed high school and has held several jobs which involved contact with children and with the general public. Moving into a classroom situation was not difficult with her background.

While working in Head Start, Mrs. B has had, however, to overcome enormous personal problems. After she began work, her young daughter had one of her eyes removed. Soon after, one of her sons developed a heart condition, and a second son had an operation to correct a congenital defect. Currently her husband is out of work because of an accident that occurred while he was working as a spray painter for a construction company.

Despite the pressures created from this series of troubles, Mrs. B is fully involved with the children in her

classroom. "I am creative and very good with my hands. I try to keep the children busy with their hands and their minds. I seem to have a way of getting through to children." She feels that the more you get involved with children, the more you want to do for them. She also came to feel that her personal problems weren't difficult when she observed the backgrounds of many of the children and families with whom she worked. She doesn't "believe in bringing domestic problems to work anyway."

During her first year in the program, she worked closely with the teacher in her classroom. Her center provided extensive in-service training. Commenting on this period, she says, "I read a lot of books on my own and I had many ideas of my own" about teaching. Her teacher was an excellent example to follow and was always willing to answer her questions. At the beginning of Mrs. B's second year, a degreed teacher left the program and Mrs. B was promoted to teacher. The area in which she lives does not require certification for Head Start teachers. She has also received a significant salary increase. She has fulfilled the responsibilities of a teacher for nearly two years.

Career development supplementary training has been initiated recently in her area, and she has completed a course in educational psychology and another in child growth and development, earning an A and B, respectively. She intends to work toward a degree in early childhood education. When she needs advice, she can consult the Head Start education director, as well as the Head Start director of her town. She and her aide spend part of each day planning

the sessions and doing lesson plans a week in advance. They work as a team, and Mrs. B hopes to give her the same kind of assistance she herself got as a teacher aide.

She does not think she has undergone any great changes since she began to work in Head Start, except that she has gained a greater understanding of her own family and of how to handle the growth of three active children. They live on a farm and work as a group when they get home from school, doing the chores, cooking meals, and often having long discussions after the children have had a fight. She believes she can give sounder advice to her children during these discussions because of her exposure to similar situations with the Head Start children. Her family often comes to her center to visit, and her husband does volunteer work in the classroom whenever possible.

Mrs. B is bilingual. She uses both Spanish and English in her classroom. Many of the children and their parents have recently come from Mexico and do not speak English. She is attempting to bridge the language barrier for the children before they enter public school. Children who have not mastered English by the time they enter public school in her area are often described as "retarded" by their teachers. Mrs. B thinks the children should be proud of their Spanish language and is teaching them to be proficient in both Spanish and English.

An Associate Teacher Who Always Believed in Herself

When Mrs. L was nine years old her father died, and she and her family moved to Mexico to live with her grandparents. Five years later they returned to a rural area in the Southwest of the United States, where they lived in a small town. She returned to high school, and during her last year there she was married. Mrs. L then became the mother of four children. Her husband was employed as a construction worker.

When Head Start opened a center in her community, Mrs. L enrolled her oldest daughter. She was impressed with what Head Start was accomplishing, and expressed interest in joining the staff. She became a teacher aide in 1965 at a salary of $200.00 a month. She continued in that capacity and completed her G.E.D. during the first year. After four years her salary was increased by $33.00 per month as a result of annual raises.

In the summer of 1969, Mrs. L was sent to a leadership development training program at a large university in her area. She spent eight weeks there, learning a "little bit of everything." On the basis of her participation in that program and her performance as an aide, she was promoted to a newly created position of associate teacher. Her salary was increased substantially with this upward move.

Mrs. L has now completed six hours of college credit through Head Start leadership training and six hours' credit through the Head Start supplementary training program. She and other staff members of her center have one day a week to

attend supplementary training classes conducted by a university at a center 40 miles away from their Head Start program. There, an instructor from Texas Woman's University (an institution 200 miles from the center) meets with them and others from the surrounding area.

Mrs. L's state does not require certification for teachers, but leaves that choice up to the local districts. She feels, however, that if for some reason it were no longer possible to work for Head Start, she would not be able to use her background in any other school in her town because of staffing policies in the local public schools.

Because salaries in her community are low, she feels that a move involving her entire family would be worthwhile and that she could find work with a bilingual program within her state. Such a move would mean leaving her relatives and the area Mrs. L is accustomed to.

Mrs. L would like to return to school full-time when her children are older to earn a degree in early childhood education. Unfortunately, she has found that there are too few child development courses available at the university for a major in that subject.

Mrs. L has strong feelings about career development and supplementary training. "I think that career development was the best thing that was ever formed. I think it's great and supplementary training was the best thing that could have happened. But it also seems self-defeating, because nothing is set up for people. I know of many people who have just about got their A.A. degree and they have

nothing to look forward to. Is it right to build up people's hopes like that?" She also believes that many professionals in Head Start feel threatened. "I don't understand this. I think it is wonderful that as many people as possible should be brought up from their poverty."

One of the aides from Mrs. L's center attended a career development meeting a year ago and upon her return the staff set up a career ladder for the teachers. To date, Mrs. L is the only person who has been promoted under this new system. As an associate teacher, she is responsible for all the duties that accompany a teacher's position. She is in complete charge of her bilingual classroom and has an aide working with her. A head teacher is available for consultation.

Mrs. L has always believed in herself and is confident she can achieve whatever she wants "if I want it bad enough."

A Paraprofessional Teacher Who Almost Gave Up

Three years ago, Mrs. W reached a point where she felt overwhelmed with problems and thought, "What's the use?" Her husband, a construction worker, was able to work only seasonally. She worked in a factory. There was one sickness after another in her family of five children. The family had gone bankrupt and lost their home. Jobs in their rural New England area were difficult to find and paid very little.

During this period, she was approached by VISTA workers who encouraged her to enroll her two youngest

children in the local Head Start Program. The staff urged her to come to the center, and she began to work as a volunteer in the classrooms. They were supportive in their role, often telling Mrs. W, "You can do it."

Mrs. W "almost died" when the director asked her to join the program as a paid teacher aide. She did not believe she could do the job, but with his encouragement and the assistance and enthusiasm of the staff, she began. "The first teacher I worked with was a public school teacher, and she was a fabulous one. She gave me a lot of responsibilities which were not the typical ones like cleaning up after the children. They were real responsibilities. She often said, ' you're doing a fabulous job.' This builds you up. It helps your self-confidence."

Before the completion of the last part of her first year she was asked to fill in as a full-time teacher whenever one of the teachers was absent. She soon found that she had the responsibility of a full-time teacher. She did not, however, get a salary increase for this increased responsibility. During her second year she continued to work as a substituting teacher. At first she did not say anything. However, one day she got "fed up" with the situation. She talked to the director, and said either she should be paid a salary appropriate for what she was doing or another person should be hired. A public school teacher was hired as a substitute. Mrs. W continued working as an aide in the center. Problems remained concerning staff responsibilities. Mrs. W again approached the director and said that she could no longer work there under the circumstances. He then agreed to pay her the salary of a substitute.

The following summer Mrs. W was hired as a teacher in the summer Head Start program. In the fall she again worked as a teacher aid receiving a subsitute's pay. Half way through the year, a full time teacher became ill and could no longer continue with the program. Mrs. W was then hired as a teacher and her salary was adjusted accordingly. During that year there was also a change in directors. Mrs. W continues to express openly her opinions. She does not feel that her confrontations with the previous director were a big gamble or that speaking out jeopardized her well-being. She comments that she thought, "I lived before this job, and I can live after it. Money is not the most important thing in your life."

Supplementary training became available to her two months ago. She has had in-service training from the beginning of her work at Head Start, as well as an eight-week course in Head Start leadership development training. She has now completed her first course through supplementary training, and she hopes to become a certified teacher in early childhood education. There are many obstacles which must be considered. She comments that being away from her family for several weeks during the leadership training course was a real hardship on them and that she does not "ever want that again." Finding and paying a baby-sitter is another problem. Presently her center does not have a career development plan. The distance to classes is great and requires four hours in commuting round-trip.

Despite these handicaps, she is eager to get her degree. She believes that the best way to make inroads in her state's public school system is to become trained in the Head Start philosophy and then, once she gets her degree, to work in the public schools as a certified teacher. She is distressed that because of the nature of her rural

area, "there is no place for a person to move into." There are many people in the area and too few jobs for them locally.

Commenting on her experience in Head Start, Mrs. W says, "I have a lot of confidence now. I think I can lick the world. I'll probably be knocked off my little pedestal. Before, I had always been shy. I think people who come from the low-income bracket have an inferiority complex. I know I did. Now I can take over the running of the center if the director is out and it doesn't faze me at all. One big result of Head Start is that now the poor people know where they can go for help."

Other Teachers Came and Went, But This One Remained

Mrs. T, the young mother of a seven-year-old son, began working as a teacher aide with Head Start four years ago. At that time, she was also enrolled in a practical nursing program in her city which provided free tuition, books, and a small stipend for persons living in poverty areas who had been out of high school ten years or less. She had taken the job with Head Start because she was the head of the household and needed a larger income than the stipend provided.

As time went on, she began to feel that because of her exposure to pre-school children and their classroom situation she could work effectively with them, and that she wanted to become a teacher. She was able to change her major from practical nursing to early childhood education and still remain in the first program, which paid her educational expenses.

The teacher Mrs. T worked with provided continual support and encouragement for her during the difficult first months. Mrs. T found herself questioning many methods used in the classroom, but she received friendly and thorough explanations from the teacher. Because the teacher was willing to take the time to explain why things were being done in a certain way, Mrs. T was willing to listen and withhold judgment until she could see the classroom in greater perspective. Gradually, their relationship developed into a personally warm and a professionally complementary one. Eventually Mrs. T was able to take on considerable responsibility in the classroom without coaching. In addition to receiving the teacher's support, she was given advice and encouragement by the education director and felt free to consult her when necessary. Mrs. T has worked with several teachers since beginning with Head Start. Her skills have increased with work experience, regular in-service training, and the college classes she is taking at night.

Other teachers came and went, but Mrs. T remained. It was her own feeling that many degreed teachers stayed with Head Start only long enough to get some experience. Although she was still officially a teacher aide, there was no doubt that she was functioning at a very high level in the classroom. Because her center did not have an organized career development program, there were no intermediate steps between the entry level and the first professional positions. However, in the spring of 1969, the Head Start director and members of the Policy Advisory Committee approached her with the suggestion that she become the head teacher in her room. Her center is not under the jurisdiction of the Board of Education, so a B.A. degree and certification

are not required in order to teach. She was reluctant to commit herself to becoming a teacher because she did not want to be the "one to make the mistake with a child." She spent the summer doing "a lot of soul searching," and agreed to accept the position conditionally: if the director and the PAC felt they had made a mistake or if she felt she could not handle the job, a degreed teacher was to be found.

That was several months ago. Today she holds the title and position of teacher at her center and is paid an appropriate salary, despite the fact that she has not completed her B.A. degree. She has 40 credits toward a degree and believes it will be several years before she graduates from college. She does not have released time and attends her classes at night. She finds that working full-time and having a son and a home to care for permits her only time enough to handle six credits per semester.

Mrs. T did not climb a formal career ladder to get where she is now; her promotion was based on her classroom and community skills, as evaluated by the PAC and the Head Start director. She is concerned that, if Head Start were not refunded, she would not be able to teach in other schools. This could happen even though she has four years' teaching experience, unless she completed her degree and became licensed as a certified teacher. She is hopeful that a well-organized career development program could reduce the difficulties of reaching her educational and career goals while working, attending classes, studying, and taking care of her family.

The Teaching Assistant and the Development of a Child*

TEACHING ASSISTANTS

Teaching assistants who are members of the same community as the children in a Head Start center bring to the classroom special strengths that contribute to the total development of the child. A sense of a community's values and life style, and a knowledge of the folk traditions (songs, games, stories, etc.) that are unique to the community not only enrich the educational aspects of the program but also reinforce a child's sense of identity. The assistants' awareness of external factors (availability of heat during the winter, adequate food, employment opportunities for parents, etc.) which affect a child, provides the context into which all aspects of a center's program fall. These play an important part in classroom programs of a center that effectively relates to the community upon which it depends.

... BRING SPECIAL STRENGTHS TO A PROGRAM.

The goal that is common to all the tasks of teaching assistants is to give children security and comfort while they are in a center and separated from their homes. Because uncertainty is often a constant companion of a small child, he needs a sense of being cared for that is conveyed in indirect as well as direct ways, such as how the child is greeted or the manner in which he is helped in taking off his boots or finding a lost sock. By giving individual attention to children, assistants try to communicate to the children a sense of their own importance and identity. Through both routine and instructional tasks, assistants teach children to care for themselves, their classmates, and others.

ASSISTANTS HELP A CHILD TO SEE THAT HE IS IMPORTANT

Adults who work with children are also interested in minimizing possible conflicts that can burden a child.

*The following pages are based primarily on interviews with Mrs. Blanche Saia, Guidance Coordinator, Bank Street College Early Childhood and Family Resources Center.

... AND COMMUNICATE THE CONCERNS OF PARENTS.

Certain procedures or attitudes towards learning activities that are part of a center may not be familiar to or accepted by parents. The resulting conflict takes place within the child. Similarly, if an adult in the classroom were to become more important to the child than the parent, conflict is created in the child. If such a situation is avoided, teaching assistants are able to help resolve the conflicts between the home and the classroom. They act as a bridge between school values and home values in a way that is supportive to the parents. Assistants are those staff members who interpret and explain both the classroom activities to the parents and the concerns of parents to other staff members.

TALKING TO PARENTS ABOUT TEACHING METHODS

If a child returns home with tales of play dough or other messy materials, a teaching assistant can help the parents to see the educational value of working with such materials or of using other teaching techniques the parent may not be familiar with. When parents gain confidence in a school or a center, they will encourage their children to participate in and benefit from a center's program and thus rid the child of feelings of guilt for soiling his hands.

TALKING ABOUT PARTICIPATION IN THE HEAD START PROGRAM

On the other hand, if the parents themselves are not vocal or active in a Head Start center, assistants who talk with the parents can communicate to other staff members what it is that parents are thinking and feeling. More important, assistants encourage parents to express themselves, to become involved in a parents' program run by parents, and to exercise their rights as parents by participating in the general direction of a program through electing or being elected to the Policy Advisory Group or Committee. Aides will also help staff members to be aware of the life

patterns of the community, which are then taken into account when suggestions are made or program ideas are developed.

COMMUNICATION AMONG ADULTS AFFECTS THE CHILDREN.

The assistants' understanding of the goals of an educational program and teaching techniques will depend on their involvement in team meetings and planning, the effectiveness of in-service training programs, and the ability of the teacher to communicate with the aide. Assistants and teachers will find that their working relationship is enhanced as they come to talk about classroom procedures in front of children as well as among themselves. When assistants or teachers decide to change the normal routine or to take a child out of the classroom, they can explain this to each other in front of the children in a way that expresses mutual respect between a teacher and an assistant.

If there is not a harmonious working relationship between adults in the classroom, the child will be aware of it. He may experience the same sadness a child has when he sees his parents, both of whom he cares for, fighting with one another. On the other hand, a child can manipulate a discordant relationship among adults in the classroom in order to get what he wants, and thus aggravate the relationship of the adults. When a child succeeds in further separating adults who do not get along, the child will suffer because he too will experience the conflict going on around him.

The knowledge assistants have of children due to their own sensibilities and their experience in working with or rearing their own children will enrich a center's program. This natural understanding of an aide can and

WHAT TO EXPECT OF CHILDREN

should be expanded by a systematic study of child development. Knowing what to expect and demand from children of different ages makes caring for them easier. When and why do children tend to have temper tantrums? How should a teacher respond to tantrums or other signs of distress? When is a child usually ready to develop what skills? Courses in child development also provide the framework in which to place previous understandings and provide teachers and assistants with a common vocabulary for analyzing the needs of a child.

HOW SHOULD AN UPSET CHILD BE TREATED?

Dealing with anger in children is a skill all adults in a classroom can develop. In itself, anger does not have to be considered a negative thing. Its expression through words is thought by many to be healthier than burying it with the threat of punishment. If a child has a tantrum, adults can understand this as a symptom of rage and helplessness. Solutions that enable the child to develop the ability to solve problems also help him to develop a greater tolerance for frustration. Teachers and aides will also try to develop the vocabulary of the child so that he becomes more and more capable of expressing in words his anger, frustrations, feelings, and thoughts. If words are not available to children a whole range and variety of feelings is left unlabeled and therefore undifferentiated.

STRUCTURE CAN HELP A CHILD

One way in which to reduce the anxiety in a child is to provide him with limits, with a structure that defines what he may and may not do. If a child does not perceive limitations, he cannot learn how to act within a given environment in order to achieve what he wants, be it approval of an adult or the toy another child is playing with. In order

to define limits, a child will provoke or test the teacher or assistant. Explanations can be given to a child as to the reasons for which certain limitations have been made. However, if discussions with a child are too frequent or lengthy, they can increase or even create, rather than relieve, a sense of insecurity.

... LEARN HOW TO REACH HIS GOALS.

VARIETIES OF STYLE ENRICH A PROGRAM

Teachers and aides can discuss together their ways of perceiving misbehavior of a child and the ways of handling it. If their perceptions are different because of cultural backgrounds, they will each bring to the classroom particular strengths and ways of handling children that can be rendered more effective by an understanding of attitudes concerning discipline that are different from their own.

... AND PROVIDE DIFFERENT WAYS OF TEACHING DIFFERENT CHILDREN.

Recognition of special abilities and achievement in adults as well as in children encourages the expansion of individual development and the success of group projects. Personal styles will vary. And children themselves differ, each one from the other, and need therefore to be approached in a number of different ways. They also change from day to day as they respond to conditions at home, a new discovery, name-calling in the playground, the general classroom atmosphere, and other influences.

ULTIMATELY, THE CHILD IS THE ONLY GUIDE

In giving support and inspiring a child's imagination and sense of wonder, a delicate balance of firmness and affection will come into play, as will a variety of ways of approaching children. The only constant guideline in making decisions in the classroom is, for both assistants and teachers, the well-being of the child.

A COMMUNITY SERVICES LADDER

1. Community Assistant Trainee	(Aide I or Family Worker)
2. Community Assistant	(Aide II or Family Assistant)
3. Senior Community Assistant	(Assistant or Social Work Associate)
4. Career Community Assistant	(Associate or Social Work Intern)
5. Parent Activities Coordinator	(in Head Start agencies serving at least 300 children)
6. Coordinator of Volunteers	(in Head Start agencies serving at least 600 children)
7. Social Worker and/or Psychologist	(one per every 50 to 150 children) (in Head Start agencies serving at least 200 children)
8. Community Services Director and/or Psychological Services Director	(at least part-time, or full-time in agencies serving at least 300 children) (in Head Start agencies serving at least 1,000 children)

THE COMMUNITY ASSISTANT: TRAITS, TASKS, AND TRAINING

Community assistants or aides, in the words of Head Start, "act as the eyes and ears of the community, and keep the program staff alert to the needs and problems and goals of the community in which they live."[17] Community assistants have a genuine interest in the well-being of the community and a natural ability to communicate with others. They are particularly aware of the external causes of personal and family difficulties, such as a lack of food, clothing, or heat. Some programs recommend that community assistants be oriented to group solutions to poverty and committed to changing social conditions. Others suggest that they have a certain tolerance for hostility and a combination of sensitivity and objectivity. Ideally, they should have some past experience in caring for children.

IDENTIFYING CHILDREN IN NEED

Community assistants are key persons in identifying the children in an area who are in greatest need of the Head Start program, and in assisting the parents of Head Start children in gaining control over their lives. They therefore need to have the capacity to develop skill in interviewing—in giving and getting information in a diplomatic manner—and in listening to and discussing the concerns of parents, and giving appropriate assistance in meeting these concerns. Because of these responsibilities, community assistants must have or develop a sense of what information about families should be kept confidential, as well as the ability to guarantee this confidentiality through both words and actions.

LOCAL GOALS DEFINE CERTAIN TASKS.

Generally, the tasks of community assistants will reflect local conditions, needs, and program goals, as determined by Head Start parents and staff. The tasks listed below are meant to be a sample of the possible range of activities of community service staff members. Many of the same tasks will be performed at different rungs of the ladder, even though staff members take on additional responsibilities as their skills are increased. If there is more than one community assistant, the activities of the assistants may be divided according to the types of work the individuals holding these positions prefer and are best suited for. Just as for positions on the teaching ladder, the activities of community assistants should be defined in job descriptions that are based on task analyses.

TRAINING AND COMMUNITY ASSISTANTS

Training for community assistants should be action-oriented, as described in the first booklet of this series on career development in Head Start. This training includes principles of child and adult development, as well as skills in working with adults. Regularly scheduled staff meetings can serve both as a time to organize work and a time to have discussions directed toward the development of skills. And just as teaching assistants can benefit from devoting specific days to advising and observing the work of other staff members, so can community assistants increase their understanding of their role and the goals of a center by working with different members of the teaching, health, and administrative staff as part of the regularly scheduled in-service training. (See also the first booklet in this series on career development.)

THE COMMUNITY ASSISTANT TRAINEE (Aide I or Family Worker)

During in-service training sessions and while on the job, trainees or aides learn, among other things, how to develop their relationship of trust and confidence with members of the community and how to identify family and community problems. Listed below are a few examples of other activities of the trainee:

- -- becoming acquainted with the philosophy and goals of Head Start
- -- becoming acquainted with and learning how to use a number of community organizations and municipal social service agencies as resources in assisting families
- -- making home visits with another staff member and establishing contact with families in the community in order to:
  - recruit children
  - encourage families to bring their children to the center and participate in the Head Start program
  - gather basic information
  - assist individuals in filling out forms for school enrollment, employment, workmen's compensation, medical services, etc.
  - insure that children are cared for when parents or other staff members must be absent from home to visit clinics, attend courses, etc.

- help parents to obtain needed appliances, furniture, or other necessities at reasonable rates. (This can involve setting up thrift stores in the center. Volunteers can be paid from such a store in kind, if appropriate.)

-- attending and then perhaps reporting on meetings with parents, other Head Start staff members, local agencies, or groups such as church organizations
-- doing some clerical work, such as cataloging and filing information
-- attending in-service workshops and individual or group conferences each week
-- participating in sessions concerning the content of in-service training and career development

If trainees enjoy this work and function well in it, it is reasonable to assume that they will want to remain on this ladder. If they do not have a high school diploma, they are probably working toward the equivalent to it. Trainees, or community assistants who have gone beyond the trainee level, may, however, indicate in conferences with the career development coordinator that they prefer to work in another service area in Head Start, such as teaching, health, or administration.

If transfer to another ladder is possible, the experience already gained on the first ladder should be taken into account. Staff members also may want to trade posi-

tions for a certain amount of time in order to develop additional skills and try out new roles. Diagonal transfer would occur if a community assistant (aide I) became a teaching assistant (aide II), and so on up the ladder. Horizontal transfer would occur if a community assistant (aide II) became a teaching assistant (aide II).

THE COMMUNITY SERVICES ASSISTANT (Aide II or Family Assistant)

Once the trainee period is completed, the tasks and responsibilities of community assistants broaden to include activities such as the following:

- -- making a systematic survey of available social services outside Head Start
- -- consulting teachers concerning the various needs of the children
- -- arranging with parents for home visits
- -- discussing with parents their needs; helping parents obtain assistance when necessary
- -- helping parents in the mornings, if necessary, prepare their children for Head Start or school
- -- accompanying families to other social service agencies and acting as their advocate if necessary
- -- assisting parents in learning how to make community services and municipal departments work for them
- -- negotiating on behalf of Head Start families with landlords, creditors, and social service agencies

-- helping families find better housing or improving conditions of present living quarters (which may involve filling out applications or organizing community members to participate in projects to repair homes, etc.)
-- informing parents of their welfare and civil rights, as well as of general services to which they are entitled by law
-- explaining to parents their responsibilities and rights in Head Start; encouraging parents to participate in decisions concerning the content and direction of the program
-- organizing members of the community to engage in community action; learning ways to overcome resistance to change
-- attending in-service workshops in individual or group conferences each week
-- participating in sessions concerning the content of in-service training and career development

As a result of this work, skills in interviewing and recording (taping or writing) are sharpened. Community assistants (aide II's) impart and gather more complex information and begin to interpret non-verbal as well as verbal communication. Daily they engage in informal counseling, providing support to those who may otherwise be unreached by traditional services. Often the roles filled by individual assistants will be determined by a particular solution that a situation demands.

In helping community members make services work for them through organized, well-planned action, com-

WHY ORGANIZE?

munity assistants help parents to see that they can exert direction over their own and their children's lives. Parents come to see that they don't have to accept demeaning treatment and to know how to handle situations that previously seemed too difficult to deal with. Hospitals, schools, and social service agencies which, like Head Start, answer to or are accountable to the people served, rather than to those who deliver the services, provide the means for people to develop the will and strength to improve their conditions.

MAKING SERVICES ANSWER TO THE PEOPLE SERVED

Accountability or community control, however, works only if community members are provided with necessary information and if they have experience in discussing and acting upon public questions and community projects. Community assistants in Head Start help to provide this sort of information and experience. This might involve activities such as distributing leaflets to all apartments and houses in a neighborhood, holding parent or community meetings, petitioning a government or social service agency, or participating in the efforts of a number of groups—professional and paraprofessional—which are committed to achieving a common goal. In this way, questions related to adequate services, training opportunities, career development, credentialing requirements, community control, funding, etc., can be dealt with.

THE SENIOR COMMUNITY ASSISTANT (Assistant or Social Work Associate)

WHAT IS THE ASSISTANT REALLY LIKE?

Community assistants who reach the senior level have had extensive experience in learning new skills and in developing new individual sensibilities and talents. The quality of their work is often a reflection of the range and depth of their sensitivity, generosity of character, and sheer emotional and physical energy. Many react intuitively to others with grace, tact, or firmness, as the situation demands. They are aware of and responsive to any number of strengths, conflicts, and concerns of others. They have learned, in in-service training, how to make the most of a home visit without offending the parent or letting indications of problems or possible solutions to problems slip by. They are tuned in to growth—its patterns and pace—within children and adults. While giving support, they assist others in becoming independent.

The tasks of the senior community assistant are, therefore, numerous. The skills needed to carry out these tasks are highly refined ones. A senior assistant may serve as the parent coordinator, sometimes called the parent involvement director or specialist. In this capacity, some of the assistant's activities might include:

- -- organizing parents' groups
- -- coordinating other staff resources in support of an activity
- -- assisting groups in establishing parent education activities

- -- providing parents with information, supplied by the career development coordinator or team, concerning employment and training opportunities
- -- organizing parent-school communities to visit schools and obtain information and seek relevant action on courses, texts, equalization of standards where necessary, and other policies which affect their children
- -- providing information regarding school rights, voter registration, welfare rights, etc.

It is recommended by Head Start that the person who fills this position be a parent from a low-income family who is, among many other things, a good listener, effective in motivating others, articulate, and skilled in building relationships with all types of people.[18]

Other activities of the senior community assistant might include:

- -- helping to arrange for legal counsel or other assistance for families faced with eviction, wage garnishments, repossession of goods by a creditor, etc.
- -- finding out why children enrolled in the program do not attend regularly; providing assistance in removing difficulties which prevent regular attendance
- -- getting families assistance in filing formal complaints against a landlord who willfully neglects to comply with provisions of health or housing codes; acting as the family's advocate if necessary

-- discussing problems with youngsters who have dropped out of school or run away from home; helping to find ways to get needed advice and assistance for them
-- diagnosing as well as identifying problems
-- preparing reports for the Head Start staff, and making recommendations
-- keeping referral files
-- attending in-service workshops and individual or group conferences each week
-- participating in sessions concerning the content of in-service training and career development
-- assisting with parent education

Such work and other learning opportunities qualify senior assistants to help train new community service assistants. At the same time, assistants may be taking courses conducted by a college at the Head Start center or given at a nearby university or college.

THE CAREER COMMUNITY ASSISTANT (Associate or Social Work Intern)

By the time community assistants reach the level of career assistant, their basic tasks have been clarified according to the guidelines of a center's career development plan and according to their own resourcefulness, perceptions, and initiative. Their role as trainers becomes more significant and their program of college study should be well under way.

THE SOCIAL WORKER

In larger programs the community services ladder would include a social worker who should have approximately the same formal qualifications as the community services director. According to Head Start, there should be one social worker for every 50-150 children served. The traditional activities of the social worker have been in the fields of group work, case work, and community organization. Today in social work there is less and less of a separation between work with the individual and work with the environment in which individuals live. In Head Start, the new role of the social worker would include serving as a trainer of community assistants and as a resource on career development in all of its aspects. In this new role the social worker is more similar to the community services director than to the traditional case or group worker.

THE COMMUNITY SERVICES DIRECTOR OR COORDINATOR

REQUIREMENTS ACCORDING TO HEAD START GUIDELINES

According to Head Start guidelines, the requirements for holding the position of social or community services director include, "ideally, a professional degree in social work and substantial experience in comparable programs," where competence in working with low-income families has been demonstrated. "Minimal qualifications are three years of experience or training in welfare or community services work." There should be at least a part-time community services coordinator in small Head Start agencies or a full-time coordinator in agencies serving 300 children.[19]

The community social services director or coordinator should be at ease with persons from all cultural or ethnic groups and income levels. If there happens to be more than one language spoken in the community, the social services coordinator should feel comfortable using either of them. As for all Head Start staff members, persons appointed community or social services directors should be those who recognize and respect the strengths and potentials of others.[20]

The responsibilities and tasks of the community services coordinator are carried out with the assistance of community assistants and, in larger programs, with social workers. They include:

- -- planning with parents the parent activities program, if there is no parent activities coordinator
- -- organizing and coordinating the use of volunteers, if there is no coordinator of volunteers
- -- training community assistants
- -- acting as a resource for the career development program of a center; assisting in the implementation of the career development program
- -- adapting jobs of community assistants to their individual strengths, without preventing them from experiencing the entire program
- -- identifying the children in greatest need of the program
- -- insuring that the community is aware of the Head Start program and that parents are aware of their responsibilities and rights in Head Start.

- -- insuring that there are scheduled contacts with the families of all the children enrolled in the center
- -- facilitating parent involvement in medical and dental programs
- -- assisting the parent education program
- -- working with parents and staff to assimilate the surrounding cultural patterns into the center's program
- -- coordinating the community services staff's participation in relevant aspects of program planning for the center as a whole
- -- establishing cooperative relations with other social service agencies

The duties of the community or social services coordinator will vary according to the programs of particular centers, which should be determined by local needs. The coordinator is usually in charge of the direction and administration of the center's services to families, which cover problems of medical care, housing, welfare, and civil rights. Formal or informal counseling services are usually provided, which encompass vocational, personal, family, and marital problems. The community services director also works with other organizations to effect the delivery of social services and benefits which are mandated by law or by basic standards of decency, fairness, and equality.

The responsibility of the community services director (and the social workers in larger programs) for training community assistants is a primary one. As community assistants gain organizational skills as well as

TRAINING ASSISTANTS TO BECOME DIRECTORS

specific skills in working with parents, the community, and children, their responsibilities for the overall social services program can increase as well. For example, one Head Start community services director in an urban area sees her role as that of preparing her staff to be able to take charge of the community services program, drawing on the resources of a professional consultant whenever necessary. This community services consultant would then be available to offer his or her services to a number of programs. A Head Start director in an urban center sees his role in a similar way: that of preparing his staff to eventually assume the responsibility for directing that particular program.

COMMUNITY SERVICES LADDER SUPPORTS

Opportunities Outside Head Start

AND IF THERE IS NO PLACE TO GO IN HEAD START

Getting together the right person with the right job can also be accomplished by looking to job and training opportunities outside Head Start as well as inside. Such possibilities can be considered at any point in a program assistant's progress up a career ladder in Head Start. Transfer to agencies outside Head Start should occur, however, only when it is certain that adequate opportunity in terms of salary, training, education, career ladders, and other components of career development will be available.

In order to be aware of employment and training opportunities in the community services outside Head Start,

career development coordinators and committees can establish contact with a number of agencies. If certain of the agencies are reluctant to accept Head Start experience as valid training, or to employ auxiliary personnel, committees might decide to make specific proposals, in cooperation with other groups possibly, to those agencies in question. Information on money available for programs employing paraprofessionals should be gathered before approaching other agencies.[21] Listed here are a number of types of outside resources that could be important to the career development of community services staff members:

-- hospitals which employ "health aides" as informal counselors and community organizers (OEO offices can supply a list of those hospitals in a particular area which have special government grants for the development of programs that involve the community)

-- industries and businesses which have introduced training programs in which individuals are hired as "interpreters" to facilitate communication between trainees and company personnel and to assist in training[22]

-- public and independent schools which employ paraprofessional personnel in a number of capacities such as:

- school community relations assistants
- family workers, assistants
- parent program assistants
- auxiliary trainers
- school counselor assistants

- health office aides
- "teacher aides" who actually work as school social service aides or assistants

-- private social service agencies

-- local offices of state employment services, particularly the divisions responsible for recruiting social service, health, and educational personnel

-- local Community Action Program (OEO-CAP) agencies

-- local Manpower Development and Training Administration offices

-- local police departments where pilot projects have been established in which paraprofessional counselors are hired who work with alleged offenders who are placed in jobs, rather than tried in court and possibly imprisoned[23]

-- city, county, and state welfare or social service departments

NEW JOBS IN DEPARTMENTS OF WELFARE

Many states have incorporated into their departments of welfare three or four positions to be filled by non-degreed persons who have been given a variety of titles, such as human service aides I, II, III; social service aides I, II, III, IV; case aide trainees, case aides; welfare aides I, II, III; homemakers; day care aides; community service aides; community workers; program aides; program workers; clerk aides, etc. Often these positions are meant to be filled by people who are or have been welfare recipients.

Entry level positions normally require no experience or training. The second or third positions on such ladders usually require a high school diploma and/or experience at previous levels. Specific information on salaries, qualifications, and ladders or job titles in a particular state can be obtained by contacting:

The Office of the Director,
_____State Department of Welfare,
Capital and State

All states are meant to have such positions as of July 1969, in accordance with the 1967 amendment to the Social Security Act (PL 90-248), which stipulates that all public welfare departments are required to employ, as service workers, welfare clients or other persons from low-income areas. Guidelines set up by states may or may not be the same as those adopted in particular cities. Therefore, it may be necessary to contact the local office in order to find out what positions there are in an area as well as what positions are open.

ALABAMA'S HUMAN SERVICE LADDER

The programs of many states include in-service training and career ladders. Alabama has four levels of positions which are designed to be fulfilled by persons who do not have a college degree. These positions include:

Human Service Aide I	(no experience or training is required)
Human Service Aide II	(experience as an aide I and a sixth grade education or the equivalent to this are required)

Human Service Aide III	(experience as an aide II and a high school education or the equivalent to it are required)
Eligibility Technician	(experience in interviewing and investigating and a high school education or the equivalent to it are required)

In the Alabama program, in-service training is provided at each level. At the entry level, where aides participate in individual and group conferences, training sessions include the development of basic skills, supervision, and evaluation. Guidance provided aides II and III is less formal. Aides III assist in training aides I and are independent in carrying out daily work. Whenever necessary, they receive assistance from social workers. Eligibility technicians receive training in interviewing techniques and the application of policies.

CREDIT FOR WORK EXPERIENCE

New York City's Department of Social Services (previously the Department of Welfare) has hired and trained approximately 550 case aides, all of whom were previously welfare recipients. About 250 of these aides receive time off to attend courses at two of the city's community colleges. Responsibility for the students' tuition and fees is assumed by the city's Human Resources Administration. One college gives 12 hours' credit for the aide's work experience and, once the A.A. degree is completed, all credits are transferable to the city's four-year colleges, enabling an aide to continue for a bachelor's degree if he so chooses.

Among typical tasks performed by a case aide are:

-- assisting individuals in finding better housing
-- taking care of children while parent talks with case worker
-- providing emergency transportation
-- escorting newcomers and elderly people to hospitals, shopping centers, etc.
-- answering phones; giving information
-- keeping fact sheets up to date
-- assisting clients in filling out forms
-- talking with clients

Aides, such as those in Alabama, may also perform household and home management functions in the homes of welfare families or seek out youths and inform them of training and employment opportunities. Other aides, working in cooperation with a case worker or social worker who serves as a resource person, may have extensive contact with the welfare recipients.

WHAT TASKS TAKE UP MOST OF A SOCIAL SERVICE AIDE'S TIME?

A study made of the services provided by welfare service aides in California indicated that counseling was by far the highest on the list of tasks performed by aides. The counseling engaged in by the aides covered the following areas: budgeting, shopping, and money management; nutrition, cooking, and homemaking; marital problems; employment; personal hygiene and grooming; child care; the use of community services; client's relationship with the social worker; and, most frequently, general topics which allow an individual the opportunity to express himself and give an aide the opportunity to provide encouragement.[24]

GATHERING AND ORDERING INFORMATION

In order to benefit from programs outside Head Start, a systematic way of gathering and filing information should be devised by the career development coordinator. When information is readily available, the opportunities for Head Start assistants are improved, as well as the services which benefit from the experience and commitment of these assistants.

The potential contributions of community assistants are far-reaching. As stated by Dr. Alan Gartner and Nina Jones of the New Careers Development Center, "a neighborhood worker who has spent two years in a neighborhood center performing the tasks of referral and outreach cannot be said to have had broad experience within the CAA. Yet this neighborhood worker, through a combination of formal training and on-the-job experience, can be a supervisor of other neighborhood workers, a trainer, a counselor in a Job Corps center, a coordinator of home-health aides or home-school technicians. This neighborhood worker is potentially a director of a neighborhood center."[25]

Going Up the Community Services Ladder: Some Examples

Mr. C's Kids Will Go To College Because of His Supplementary Training

Before his appointment in 1965 as a teacher aide in Head Start, Mr. C held several jobs under the direction of the Tribal Council of his reservation, ranging from policeman to classroom aide in a remedial program at the community high school. These generally were terminated as funds expired and allowed for no long-range planning for himself and his family. He had an acknowledged talent for representing his people in the Tribal Court and winning their cases. This was a service which he provided free to people who could not afford the costs of an attorney.

A position for a social worker aide opened at one of the reservation Head Start centers in 1967, and he got it. This allowed him to deal more with the public and to use his verbal skills to the advantage of the families at his center. It also provided him with more independence and flexibility, which he used to organize parent-centered activities in the community. He found that many people were coming to him for advice and counseling. He was himself being counseled during that time.

That same fall, he enrolled in an off-reservation course in family development. Since it had been more than 20 years since he had graduated from high school, he found this experience highly motivating. By the time he had finished this course, his Head Start program had begun a supplementary training program sponsored by a university

within the state. These classes were held on the reservation, and he enrolled in them. By then his schedule included a full-time job (which often meant working nights with parents), tribal affairs, and his family.

During the summer of 1968, he spent two months at the sponsoring university as a full-time student. When he returned, he applied for a newly created parent coordinator position in his program. On the basis of his performance at work, his involvement in the supplementary training program, his participation in community projects, and his fluency in Sioux and English, he was chosen to fill the job.

As parent coordinator, he was able to adapt many of the skills he had learned in workshops, in-service training, institutes, and classes. Through the years, he had been able to go to several people within and without his program for personal and professional advice. The support that was available to him has helped him to now give support to others.

In the summer of 1969, he and his wife returned to the university, where he continued classes in the supplementary training program. His wife had gotten her G.E.D. through a tutorial program conducted at the Head Start center on the reservation, and had also taken a course for credit in the Sioux language that was offered through that same program. Mrs. C began to become interested in her own career development and enrolled in a psychology course. She now attends classes on the reservation and is hoping to become a counselor.

Mr. C's goal is to continue with his education and become either a social worker or a counselor. As a second choice, he considers teaching, because he is concerned about the education of the children on the reservation.

He comments, "I never had any initiative or ambition to continue my education until I started working for Head Start, and now I have achieved something like 35 1/2 credits toward a two-year Associate of Arts degree in early childhood education. It has really changed my mind to know how important education is and to continue it with my children. I mean, I am going to see that my children are educated and receive the opportunity."

From Head Start Cook to Community Organizer In A Private Agency

Mrs. R became a Head Start parent when one of her five children was enrolled in an urban Head Start center. She participated in parent activities and helped to plan and carry out projects with other mothers. When the center was employing a community resident as a cook, officially called a "parent aide," Mrs. R applied for and received the job. She worked in this position for about six months, after which personal circumstances obliged her to stop working. Two months later, she again participated in Head Start as an elected member of the center's parent Policy Advisory Committee, of which she became chairman.

As a member of the PAC, she took part with other parents and the director in preparing the application for funding, which involved discussing the needs of the community, planning new programs to be introduced, and deciding when the center would be closed for the holidays of their multi-ethnic community. These meetings were a training experience for everyone involved. Mrs. R was also a representative to the city-wide Head Start Policy Advisory Committee.

During this time, Mrs. R went to school 20 hours per week for two months to prepare for a high school equivalency degree. Upon completion of this certificate, she was hired as a tutor in the adult education program she attended. She worked as a tutor for two months, after which the program was phased out.

This study, and the experience of actively participating on the center and city-wide committees and of having children in the Head Start program, provided Mrs. R with the background to fill the position of "follow-through" coordinator at her Head Start center. This position was introduced into this center's program by the PAC to provide assistance in helping parents and children to adapt to the public schools.

As the follow-through coordinator, Mrs. R arranged visits to the public schools by the Head Start children, parents, and teachers in the spring, before the children were actually to be admitted to the schools. Parents were also encouraged to join the P.T.A. of the public schools during the year preceding the child's enrollment,

and to continue to operate as a group that already had had experience in making decisions and taking collective action. In this way, parents were made aware both of the possibilities of influencing the policies of the schools and of the problems the children might face in the schools. In order to clarify current issues, Mrs. R would meet periodically with the principals of all the schools where the center's children were enrolled.

An example of the sort of action in which the parents engaged was the project to improve the quality of lunches served in one school. This involved, after a number of previous efforts, a visit by two busloads of parents to the city's Bureau of Lunch Services. As a result, a temporary compromise solution was agreed upon and a promise was made to the school and parents to provide hot lunches on a permanent basis.* Another action which required a good deal of planning involved the introduction of a Montessori-trained early childhood teacher into one of the neighborhood public schools. This person had previously worked at a private school in the community.

A second responsibility of the follow-through coordinator was to work as a resource person for the center's parent Policy Advisory Committee. In effect, this meant that Mrs. R was the parent coordinator. She assisted the parents in putting together programs they wanted to participate in, worked closely with the family services staff in

* As a sequel to this effort, once the temporary solution was terminated, the old program of cold lunches was again instituted, and further action will be necessary to obtain hot lunches.

helping parents with personal and vocational problems, and acted as the contact person for information useful to Head Start fathers and mothers both, about job openings in the community.

In carrying out these responsibilities, Mrs. R conferred closely with the director of the center, who provided guidance and informal training in group and individual staff meetings. The director was available to respond to questions, give direction when necessary, suggest outside resources, and, in general, give organizational and personal support. As a result of efforts on his part, Mrs. R and two other parents received scholarships from a community agency to take one non-credited course, entitled Social Work Aide, at a private college in the city. At this time Mrs. R decided that she would like to continue schooling if at all possible.

After about a year as the follow-through and parent coordinator, Mrs. R had the opportunity to transfer from Head Start to a private, nonprofit community service agency where she is now a staff member working with others on community organization. This position was created as a result of discussions between her Head Start director and the community service agency.

Mrs. R's job as community organizer involves working with parents of children attending the local public schools. They discuss together their rights as citizens and as parents of school children, and then plan and take collective action to implement changes in the community and schools. And as a representative from the community on her local Head Start

Policy Advisory Committee, Mrs. R insures the coordination of the community agency and the Head Start programs.

One of the conditions for filling this position as community organizer is that Mrs. R take nine college credits each semester in a regular college program. In order to do this, 20 hours of her working week are set aside for classes and study. She is paid a full salary and is responsible for all college fees. This work-study program will allow her to work for a B.A. and become a degreed social worker.

A Parent Becomes the Director

A mother of three children, Mrs. D volunteered to work with the program of a small Head Start center located in a public housing development in a large city where she lived. There she assisted various staff members by substituting in the classroom, attending meetings and then reporting on them, working in the kitchen when the cook was sick, and providing her help wherever needed. Several years prior to her Head Start activity, she had had one year of college in the South and planned at that time to become a teacher. She had also taken a business course after moving away from her home state.

Almost a year after Mrs. D's daughter entered Head Start, a position opened up in the center as a family worker, which Mrs. D filled. She took charge of all aspects of the parent program and assisted the family assistant and the

teacher-director in working with the health, housing, and welfare problems of the Head Start families. Recommendations made by Mrs. D in cooperation with the staff to the city housing authority frequently helped families to be admitted to the public housing project. After about seven months Mrs. D became a family assistant, and in this capacity her responsibilities increased. She assisted every part of the Head Start program excepting the financial administration. During the 14 months she was the family assistant, she participated in an eight-week leadership training program for Head Start personnel conducted at a university in the city.

In her daily work she was advised and guided by a social worker. The social worker had recently returned to school after 15 years' experience to take a master's degree and was assigned to this center for a year's field placement. This training, which was more informal than formal, usually came about as a result of Mrs. D's initiative, problems, or questions. How to deal with schools, hospitals, and the city government agencies, how to make home visits as meaningful as possible, were a few of the areas the social worker and Mrs. D would discuss.

When the trainer-social worker completed her degree, she became the director of this Head Start center for a period of two months, after which she was offered a position as the Parent Involvement Coordinator in the central Head Start office of the city. At this time she recommended Mrs. D, the family assistant, to be hired as the director of the center. Mrs. D has held this position for one year.

The career development of her whole staff is a major concern of Mrs. D's. The monthly, day-long staff meetings are usually used as training days. On these days consultants are brought in to discuss everything from child development to budget making. One staff member who was a food preparation aide is now a family worker. A family worker for the center has moved out of Head Start to become the group leader of the welfare rights group of a private community agency.

Another staff member who was a teacher aide participated in the eight-week leadership training program for classroom assistants. She then became a family assistant, training again for eight weeks as a social services staff member. She was then hired as the supervisor of the children's room of the outpatient clinic of one of the hospitals in the area. Mrs. D knew of this opening because a member of the hospital board had been invited to be part of the center's Policy Advisory Committee.

In the work of the staff of this center, lines of responsibility are not rigidly drawn. A parent is meant to have the most contact, be it in the form of counseling or friendly conversation, with those staff members to whom the parent responds most naturally. Mrs. D says, "Regardless of what I am doing, I don't feel that it's too important to take out time if they [the parents] have a problem."

Mrs. D's goal is to become a social worker someday in a private agency, and therefore she would like eventually to go back to college. She says that she thinks all non-degreed employees in the human services ought to be able to receive

college credit for their work experience. Talking about her goals, Mrs. D comments, "I never really knew until I started to work at Head Start what I really wanted to do with my life." She says that when she wanted to be a teacher she thought "it was so noble," the idea of giving up her life to teaching, but that is no longer the way she feels. Rather, she thinks people should choose jobs like teaching and social work "not just because there's such a poor world out there," but because a person feels he can make a real contribution as a result of the ability he brings to the job.

From Assistant Head Start Director to University Trainer

Mr. F finished in the upper ten percent of his New England high school graduating class in 1955. During the next several years he was married and his family grew to include six daughters. He was a self-employed insurance man until 1966, when his business failed. Mr. F lived in a semi-rural area where there were limited opportunities for employment. Regarded by others as a failure, he began a series of temporary jobs as a factory worker, painter, carpenter's apprentice, and plumber's helper in order to provide for his family. His wife was finally able to get work as a secretary in a nearby Head Start program in 1967, after volunteering as a parent.

In addition to working and being head of a large household, Mr. F was active in many civic groups in his community. He was a member of the Jaycees and a church action group, and had directed a Fair Housing Practices Commission. With this background, he became an active

and enthusiastic volunteer in the Head Start program in which two of his children were enrolled, and he was instrumental in developing a credit union and language classes for Puerto Ricans in his state.

During the period of September 1967 until June of 1969, he continued to work at jobs as they became available, and he also became an active PAC member. He became a lay consultant and trainer for cluster groups in a two-state area, and participated in many meetings, classes, and workshops. He was paid modest stipends for these consultant services.

National Head Start became aware of him after he had written a paper on the total concept of Head Start which was published in the Head Start Newsletter. He was invited to be a member of Secretary Finch's HEW Advisory Committee on Head Start as one of the four low-income parent members.

Mr. F and his wife worked as a team in all their work with Head Start projects. In June 1969, Mr. F moved his family 80 miles in order to take a position as an assistant director of a Head Start program covering two counties, and to become eligible for supplementary training. His wife then became an active volunteer. She continued to assist the program and her husband in an effort to sustain the vitality that had become a hallmark of their previous group.

Mr. F's full-year program served approximately 125 children and their parents. A large part of his time was spent in organizing parent and community action directed toward tapping resources for the Head Start centers and working

with the state and regional Poor People's Congresses. He was in charge of the food program for the children and assisted the director in all phases of administering the Head Start program. In addition, he worked closely with the career development committees at the center and was involved in the formation of a bi-state career development committee which is made up of representatives from all centers.

Head Start supplementary training became available in this region at a nearby college in September 1969. Mr. F and his wife have both enrolled in the college's residential weekend (supplementary training) program. He has completed 26 credits at that college. It will also accept six credits accumulated through a five-week career development leadership training program conducted at an out-of-state university, as well as six more credits earned from another college.

Mr. F will be resigning as the assistant Head Start director to become a trainer-student at a state university, where he will continue his own career development in terms of college credits and where he will assist the career development of others.

Mr. F and his family are now "out of poverty by a slim margin." Four years ago, after the bank had foreclosed his mortgage, his family was evicted from their home during a winter in which heat finally had been provided only in order to save the pipes from freezing. Today, he and his family have their own house.

Mr. F wants a degree with emphasis on leadership development and training in order to be able to fill jobs in which he can develop personally and to provide his large family with the security it needs. Head Start supplementary training has become the vehicle by which he intends to do this.

A Community Assistant Who is So Near Yet So Far

Mrs. M had one child in the neighborhood Head Start center of a large city when she became a family worker. In addition to assisting parents in obtaining guidance and services, accompanying children to clinics for examinations, and doing all the other numerous activities of a family worker, Mrs. M substituted in the classroom when any of the teacher aides were not able to be there. This experience gave her the opportunity to see how teachers and social service staff members can coordinate their work.

After six months as a family worker, Mrs. M became a family assistant, which meant an increase in the number and extent of her responsibilities and an increase in her salary. As a family assistant she trained for eight weeks at a nearby university that sponsored Head Start leadership training. For a period of one-and-a-half months, Mrs. M, along with one other paraprofessional staff member and a member of the PAC, ran the center in cooperation with the director of the sponsoring agency.

After three years as a family assistant, Mrs. M became a social worker's aide. Because Mrs. M speaks

Spanish, she fulfills a basic need of her center, which is located in a neighborhood where Spanish is one of the languages spoken.

In addition to working as the social worker aide, Mrs. M. has had to add to her responsibilities the function of a health aide. At this time, the position of health aide is not funded, but it could easily become a full-time position. The addition of another staff member would allow Mrs. M to devote more time to her responsibilities as social worker aide, which increase in proportion to the time she holds the position and the training she receives from the social worker and the director. She and the other staff members would like to see her become a social work assistant. In order to prepare herself for that position, she has applied for Head Start supplementary training at a university in the city and is currently waiting to be admitted to the program.

Mrs. M is further involved in the overall program in her center, serving as one of the two career development coordinators. In trying to initiate the career development of other staff members, she works with the social worker, who is the other career development coordinator, and with the director of the center. Because of Mrs. M's knowledge of all aspects of Head Start, she brings a broad perspective to discussions of particular aspects of the Head Start program.

Her Increased Skills Are Needed For The Community's Well-Being

When Mrs. O graduated from high school, she moved to the Black Hills of South Dakota. She was married and began a series of unskilled jobs as a baby sitter, dish washer, laundry worker, and typist. Hearing about the Head Start program back on her reservation, she and her husband returned in 1966. She applied for a job and was appointed teacher aide. Two months later, she transferred to a social worker aide position, which she preferred because she felt more competent working with adults.

Initially, Mrs. O had difficulty dealing with many of the problems which existed on the reservation. She says, "My Indian people are in need of help: education-wise, socially, and emotionally. Then I looked at myself, I studied myself, and I often talked with my husband about how I really am." Through this introspection and experiences with work, in-service training, and workshops, she noticed changes going on within herself as well as in her relationships with others.

One of the most difficult tasks Mrs. O performed almost daily was that of checking on the absenteeism of the children, many of whose parents were alcoholic because of the pervasive lack of hope resulting from living conditions, in terms of employment and education, on the reservations. She saw to it that the children were brought to the center, secured clothing for them if necessary, and followed up on medical appointments. However, she felt she was not adequately prepared to deal with the parents. Over a period of

two years, she and the other social worker aides attended regular reservation meetings on counseling alcoholic individuals, attended seminars in and out of state in order to become sensitive to the needs of the parents, as well as to develop skills in order to provide effective assistance to them. Eventually, parents began to come to her for advice and she was more responsive to their expectations. She says, "I didn't want the people I talked with to think I was fooling them. I wanted to live up to what I said."

Early in 1968, she began work toward an A.A. degree offered through Head Start supplementary training at an out-of-state university 400 miles away. In addition to participating in this program, she and a group of social service people organized and developed a course they called "Human Problems in an Indian Culture," which was sponsored by another university. "This class, especially," she stated, "made me realize a lot of things and opened my mind. I knew where to improve myself and what courses I needed more of to help in the community. I felt I really belonged and contributed something to this class, because the instructor made us feel important and wanted us to express our opinions. I opened up and came out of my shell. I was able to understand people." She has found out that the courses she took thereafter reinforced her new attitudes.

Mrs. O frankly admits that obtaining a degree through Head Start supplementary training is a slow process. She would like to be able to attend college full-time. She and her husband have no children, but they could not afford the loss of income if she were to resign. Her husband is en-

thusiastic about her chance to be involved in supplementary training, and would like to continue his own education.

Mrs. O is concerned about her job and her community. She says, "I don't like to see people play around with their jobs. It's like, if you never had anything else and you were given a nice toy you wouldn't know what to do with it. That's the way it is with these Head Start programs: something so nice that it's too good to be true and you don't know how to handle it."

It has been four years since Mrs. O began with Head Start. She has completed one year of college work. Her job title remains the same, but she has an adjusted salary based on the amount of supplementary training she has completed. During this time, she has consulted with persons in the fields of teaching and social services in order to develop a competency in her chosen field. Her philosophy has been, "If I make a mistake and someone is willing to correct it, I'm willing to accept it and push on."

Reaching her current level of performance was no easy route for Mrs. O. The difficulty was due largely to a cultural conflict of the Indian and non-Indian concepts of "getting ahead in life."

In Indian communities, it is strongly believed that the well-being of the individual is dependent upon the well-being of the community as a whole (and likewise that the health of the community as a whole is dependent upon the being of each individual). There is, therefore, a prevailing feeling on reservations that jobs should be available to

everyone, rather than to segments of the reservation population, in order to give everyone an equal chance to make a living. As a result of this feeling, it is particularly difficult for the reservation Indian who holds a job, while others do not, to still be accepted as part of his community. It is also difficult to deal with the feeling that jobs should be held only for a short period of time and then passed on to another, regardless of career development.

Looking back on the experience, Mrs. O said, "I would say that I have gone through hell working with my own Indian people. Because of ignorance, problems have arisen that have to be ironed out. Now I overlook these things since I have come through these problems and I can still take a lot."

Mrs. O concludes, "I never really knew my Indian people until I got into Head Start. I never knew their ways, their needs, or their problems because I was hardly ever on the reservation. After I got into the program I became deeply involved, and I hope that I am capable enough to really help them in a way that they can help themselves. I hope, too, that I can make them see that education is very important and is the only way they'll ever get ahead in life. A social worker aide is a valuable job, and I wish I could do more. I'd like to better educate myself. I would like to have a degree either in elementary education or social work so I could be of better service and a better qualified person to work with people in our Indian community."

Note: Since this interview was completed, Mrs. O has been accepted as an intern in the University of North Dakota Northern Plains Indians Teacher Corps.

She's Setting Up Priorities Because She's "Not Getting Any Younger"

Mrs. E, who is Spanish speaking, was born and raised in New York City. She attended high school until her third year, and was forced to drop out because she had to go to work to help support her family. She held a job as a laborer in a factory until she was 23 years old. Then she married and raised a family of seven children. She and her children lived on welfare for several years. During this time she wanted to work, but because of the size of her family and the fact that she was uncertain about what she could do, she did not do so. In 1963, she was contacted by a social worker in her community, who arranged for her to take an aptitude test. The results showed potential in nursing, social work, and journalism.

In 1965, that same social worker became a Head Start director and suggested that Mrs. E become a teacher aide at his center. This was a summer program that lasted two months. Mrs. E accepted the position of teacher aide. The following summer the program re-opened, and Mrs. E was hired as a family worker. Although she liked working with the children, the prospect of working with adults was more appealing to her. During the first summer with Head Start, she had contacted many parents and had been able to attend training programs in housing problems and social work. During the second summer, she attended a five-week Head Start leadership training program for family assistants at one of the colleges in the city. At the time that she had completed this session, a few of the staff members at her center left and she became a full-year family assistant.

After beginning as an employee of Head Start, Mrs. E began to work at completing her G.E.D. She enrolled at a YWCA in a program for this purpose. She says, "All the time I've been in Head Start I've been trying to get my high school equivalency. I went for a few weeks at night and so I decided about two years ago to go ahead and take the test. I paid out of my own salary. I thought if I was going to pay for it, I would get better service. I took the test and failed by six points. I've been thinking about going back to the course."

Mrs. E enrolled in a Head Start (supplementary training) Associate of Arts program at one of the universities in her city. Eventually she found the pace of working full-time, caring for her family, and doing her homework at night so exhausting that she asked for a leave of absence from the university until she was able to restructure some of her activities. This program requires that she complete her G.E.D. by the end of the first year with the university, and she has been unable to do this to date.

Mrs. E has been with her center for four years, and has learned to deal directly and effectively with the community. She has served as acting Head Start director during the temporary absence of one, and as director of the parent program. Last year she was asked by the parents to consider becoming the social services director. She declined this offer after considering it carefully. She feels she can deal competently with much of the work within the social services area, but believes that she is not prepared to accept the major responsibilities of a social worker without preparation received through formal education. Commenting on this, she

says, "If anything went wrong, I would be the one to blame. For the extra money, it wasn't worth the headache."

For paraprofessional staff members in general, Mrs. E feels that there is not enough opportunity for mobility to allow for regular progress in a chosen career. She views the overall career development concept as one in which the paraprofessionals should get training, develop skills, and eventually run the programs themselves. She believes that in order for this mobility to become a reality, people will have to set up priorities and begin to make demands.

The Community Assistant and the Development of a Child*

HOW THE ASSISTANT CAN RESPOND TO A CHILD

From time to time the community assistant will have contact with children and will speak with parents who talk about their children, and, indirectly perhaps, about themselves as parents. In accompanying children to and from the Head Start center, for example, and in talking with parents, general principles of child development will come into play. The loss a young child may feel, whether it is expressed or unexpressed, in being separated from his parents during the day, is reduced when assurance is given that the time will be filled with activities the child likes and that the separation is temporary. As a result of the awareness of the total dependency of young children on their mothers, community assistants can explain to the child who they (the assistants) are, why the child is with them, where they are going, what they will be doing, and when the child will see his mother again.

EXPLAINING SEPARATION

ACCEPTING A CHILD'S FEELINGS

If assistants keep these feelings of children in mind, they can then more easily accept hostility or discomfort a child may express when he is first with an assistant. If the child seems not to mind the separation (having already experienced contact with a number of adults and many separations), it is still important for the assistant to describe and create enthusiasm about what is and will be happening. In this way, the child can more authentically relate to his surroundings and gain a clearer perception of himself in relation to them. That is why in talking to a child, the assistant tries to connect every new experience or person to something or someone the child is already familiar with.

EXPLAINING WHAT IS GOING ON

* The following pages are based on interviews with Mrs. Blanche Saia, Guidance Coordinator, Bank Street College Early Childhood Center.

KNOWING THE ROUTINES

If the assistant is to be with a child for more than a short period of time, he or she can find out from the child's mother (or aunt or grandmother) what are the normal routines, favorite toys and special activities, etc., of the child. In following these routines, the assistant can help the child adapt more easily to being with a new adult.

TEACHING HOW TO LOOK AHEAD

Such a time is also an opportunity for the assistant to help the child develop a sense of having reachable goals and of learning things by steps. If, for example, an assistant regularly accompanies a child or children somewhere on foot, the children can be taught how to cross streets, learning one small step at a time. Looking both ways, watching for red or green lights, or looking for cars coming around the corner might be single steps that could be taught. Such attention to safety also helps the child to develop forethought and an awareness of what <u>may</u> happen if he does this or that.

THE COMMUNITY ASSISTANT AND THE PARENTS

In talking with parents, the assistants can encourage parents to do and think about these things regarding their children. It is especially helpful if parents themselves explain to the child how he or she is to be cared for during the day, wherever the child may be, and exactly when and where the child will see the parent again.

A CHILD WILL LEARN

Assistants can also encourage parents to ask themselves <u>why</u> a child has done a particular thing when he misbehaves. Parents who have unruly children can come to see that a child can learn to act in accordance with the parents' wishes if small things are taught one at a time. As a result, the parent will have control not only right after a child has misbehaved but also as he teaches the child.

... ONE THING AT A TIME

Once there is a possibility for the child to learn things step by step at home, he will be less disturbed if he does not happen to immediately grasp whatever is being taught in the classroom. The child can come to know that eventually he will master the shoelaces, blocks, or numbers.

... AT HOME

As a result, he comes to be able to tolerate a certain amount of frustration, and when he experiences difficulty, he will have confidence that with time or practice the difficulty will give way to success. In talking about how children learn at home and in school, and about how their capacity to learn is gradually increased, parents can become aware of ways they can help their children to be better prepared for school.

... AND IN THE CLASSROOM.

A CHILD IS AN INDIVIDUAL WHO NEEDS

Community assistants help parents to see their children as individuals with specific needs for comfort, security, and love—not simply as someone who is angering them or challenging them. If a "power struggle" exists between parents and children, it can be the goal of assistants to try to clear up those concepts which lead to such a struggle. They can try to encourage parents to see that a young child who says "no" to the parents' wishes does so not because he rejects the parent, but because he is beginning to feel a certain independence or autonomy. Young children who have learned recently to walk and talk, need to assert themselves. They do so by saying "no," that is, by refusing to "join" themselves to another person. A child's "no" separates himself from others and is a way of experiencing his identity and independence.

... TO KNOW HIMSELF

... AND THE OUTSIDE WORLD

This is not to say that a child does not need to have well-defined limits regarding what he may or may not do. Such limits are necessary and should be agreed upon and followed by both parents and others, such as community assistants, who are entrusted with a child. Limits act as boundaries within which a child experiences freedom and security. They also serve to protect the child from sheer physical danger.

... AND WHAT DANGER IS

... AND HOW TO AVOID IT.

The fact that children very often have almost no sense of their own safety is something that both assistants and parents can be encouraged to keep in mind. Until a child develops forethought as to the possible consequences of walking on the edge of a roof or climbing up an elevator shaft, adults need to be aware of their responsibility for the safety of the child and his surroundings. They are the ones who teach children about safety by explaining why something is dangerous before an accident occurs, and by setting down a few rules that are meant to prevent accidents.

A PARENT WHO IS FRANK

In other situations, children are sometimes made to be frightened of commonplace things which need not be feared, such as going to a doctor or giving birth. This can happen if parents tell white lies about those things which they themselves feel uncomfortable about or about things which they cannot find the right words to explain to a child. If, for example, a mother tells her children that she is going to the doctor every time she has to or wants to leave the house, her children naturally will come to dislike and fear doctors. Community assistants can help parents feel more at ease with their own practical needs and personal

... HELPS A CHILD TO GROW.

wishes, which mean leaving the children at times. They can encourage the parents to be more frank with their children, and can suggest ways in which the parent might express something that may seem at first too delicate or complex.

PARENTS LIKE TO PLAY TOO

In trying to encourage a sound rapport among members of family, the community assistant can keep in mind that most adults, if given the right sort of opportunity, sincerely enjoy playing or teaching children's games. When they visit the center, games can be made available in a parents' room for mothers to examine with each other or with an assistant. Children can also take home projects or games that could be played with adults.

THE PARENTS' NEEDS ARE THE CHILDREN'S NEEDS

But no matter how appropriate are the things which an assistant can suggest to parents, the fact will remain that adults are capable of responding to children to the degree that they themselves are fulfilled individuals. When the parents' needs (in terms of employment medical care, housing, and of gaining a positive self-image) are met, the needs of the children can then be fulfilled in the home.

... WHEN THEY ARE MET, PARENTS CAN BE PARENTS

Parents or other adults in the home, be they poor or rich, can give nothing more crucial to a child than affection, patience, and concern. Material objects, apart from food, clothing, and shelter, perhaps, do not determine whether a small child will grow up to be either a whole, self-confident person or a person who is split into many disconnected parts—to be either a person who can love or a person who denies life. Only people can meet the primary needs of people, by drawing on basic human qualities that are common to all income levels and cultural groups. And

only the environment and its opportunities for growth can determine whether a healthy child will have the opportunity to become a healthy, independent adult.

... AND KNOW THEY ARE IMPORTANT.

Parents are terribly important in creating the kind of people that make up a community or society. They should be made aware of their importance and of the dignity their responsibility commands. In helping parents to gain an accurate sense of their own worth, the community assistant can encourage them to distinguish, for themselves and their children, between individual and societal failings, between that for which the individual must answer and that for which the society at large must answer.

APPENDIX A

NEW CAREERS: A CHECKLIST FOR WORKERS

by the

New Careers Development Center
New York University
Washington Square
New York, N.Y. 10003

NEW CAREERS: A CHECKLIST FOR WORKERS

The recent increase in organized activity of paraprofessionals -- in unions, as well as associations of their own -- suggests the need for a standard which paraprofessionals can use both to judge their gains and to measure progress achieved.

(A word of caution. This is not meant to be the definitive statement of new careers, and users must recognize that new careers is a developing system with new goals and techniques evolving.)

INCOME

- Annual salaries instead of hourly wages.
- Salary levels above the poverty standard, preferably $5,000. a year or more for entry-level workers.
- Regular pay periods; preferably twice a month.
- Paid vacations.
- Full fringe benefits including medical and hospital coverage, sick leave, pension, etc.

WORK

- Clear job descriptions, specifying work to be done, standards of performance expected, supervision provided, training and education to be offered, and basis of advancement.
- Inclusion at all levels of substantive work in the field of service, e.g. teacher aides to be engaged in instructional activities and not be limited to clerical or monitorial tasks.
- Job security, tenure, and no arbitrary lay-offs or terminations.
- Right to join an organization or union of the paraprofessionals' choice which has the right to sole bargaining representation.
- Grievance procedures and arbitration rights.

CAREER DEVELOPMENT

- The employer is to develop and adopt a career development system including specified steps to professional status with an accelerated college degree.
- Education and training related to career development is to be arranged for by the employer, at no cost to the paraprofessional.
- Education and training are to carried out during the paid work day on a released time basis (approximately one-fifth of the work week), at a site convenient for the paraprofessionals.

APPENDIX B

CAREER DEVELOPMENT MATERIALS:
A SELECTED BIBLIOGRAPHY OF
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NOTES

1. U.S. Office of Economic Opportunity, "Head Start Child Development Programs: A Manual of Policies and Instructions" (Washington, D.C.: Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, Sept. 1967), p. 16. Currently being revised.

2. These films and others may be rented by contacting Norwood Studios, Inc., 5104 Frolich Lane, Tuxedo, Maryland 20781. They may be purchased from the National Audiovisual Center, General Services Administration, Washington, D.C. 20408. The film strip "I Am a Teacher Aide" cannot be rented. It is available for purchase for $8.00. Discussion guides to the films are available in limited quantities from Bank Street College of Education, 216 West 14th Street, New York, N.Y. 10011. See also "Films on Jobs, Training, and the Ghetto: An Evaluative Guide" (New York: American Foundation on Automation and Employment, Inc., 1969, 47 pp.).

3. New Careers Program Assistance Bulletin, Vol. II, No. 1 (Washington, D.C.: National Institute for New Careers, Winter 1970), p. 2.

4. "Head Start Child Development Programs: A Manual of Policies and Instructions," p. 23.

5. See also Tita Beal, "A New Careers Guide for Career Development Officers" (New York: New Careers Training Laboratory, New York University, 1970).

6. Garda W. Bowman and Gordon J. Klopf, "New Partners in the American School: A Study of Auxiliary Personnel in Education" (New York: Bank Street College of Education, Nov. 1967), p. 5.

7. Frank Riessman and Alan Gartner, "Do Paraprofessionals Improve the Learning of Children?" (New York: New Careers Development Center, New York University, May 1969, 8 pp.).

8. Garda W. Bowman and Gordon J. Klopf, New Careers and Roles in the American School (New York: Bank Street College of Education for the Office of Economic Opportunity, Final Report, Dec. 1968), p. 19. Available from Bank Street Book Store, 69 Bank Street, New York, New York 10014. For a brief treatment of the same topic, see the pamphlet by the same authors titled "New Partners in the American School: A Study of Auxiliary Personnel in Education" (New York: Bank Street College of Education, Nov. 1967, 21 pp.).

9. "Head Start Child Development Programs: A Manual of Policies and Instructions," p. 16.

10. See also Glen Winters, "Budget Reorganization for CAPs and Head Starts" (New York: New Careers Training Laboratory, New York University, May 1969, 39 pp.). Note: the work has been republished, and may also be obtained from Information Clearinghouse, 4301 Connecticut Avenue, N.W., Washington, D.C. 20015.

11. Bowman and Klopf, New Careers and Roles in the American School, pp. 93-95.

12. Gordon J. Klopf, Garda W. Bowman, and Adena Joy, of Bank Street College of Education, A Learning Team: Teacher and Auxiliary (Washington, D.C.: Bureau of Educational Personnel Development, U.S. Office of Education, Apr. 1969), p. 20. Available from Bank Street Book Store, 69 Bank Street, New York, New York 10014. For a brief treatment of the same topic, see the pamphlet by Bowman and Klopf titled "Training for New Careers and Roles in the American School" (Washington, D.C.: Bureau of Educational Personnel Development, U.S. Office of Education, Jan. 1969, 19 pp.).

13. New Careers Newsletter, Vol. III, No. 2 (New York: New Careers Development Center, New York University, Spring 1969), p. 5; Betty Caldwell and Julius Richmond, "Programmed Day Care for the Very Young," Journal of Marriage and the Family, Vol. XXVI, No. 4 (1964), pp. 481-488.

14. Research Coordinating Unit Newsletter, Vol. III, No. 3 (Albany: Bureau of Occupational Education Research, New York State Education Dept., Mar. 1970), p. 2.

15. Stockton Unified School District, Stockton, Calif.

16. New Schools Exchange, 2840 Hidden Valley Lane, Santa Barbara, California 93103. Disseminates information on experimental education in the United States and Canada. Corresponds with thousands of individuals and hundreds of experimental schools and reform groups, including "free schools, community schools, free universities and experimental colleges, Third World Schools, (and) communes with schools as part of their structure." Publishes New Schools Exchange Newsletter, and a continually revised directory of innovative schools and educational reform groups. Additional information on experiments in education available on request. Assists people in finding jobs in experimental schools.

17. "Head Start Child Development Programs: A Manual of Policies and Instructions," p. 41.

18. U.S. Dept. of Health, Education, and Welfare, "Project Head Start: The Staff: Selection and Development," draft edition, Head Start Staff Development Series (Rainbow Series), Pamphlet 1 (Washington, D.C.: Project Head Start, Office of Child Development, U.S. Dept. of Health, Education, and Welfare, 1969), p. 18.

19. "Head Start Child Development Programs: A Manual of Policies and Instructions," pp. 14, 24, uses the wording "Social Services Director."

20. "Project Head Start: The Staff: Selection and Development," pp. 15-16.

21. See Richard J. Gould, "Guide to Funding New Careers Programs: (New York: New Careers Development Center, New York University, June 1969, 128 pp.). See also New Careers Development Center, "A Listing of New Careers Legislation" (New York: New Careers Development Center, New York University, June 1969, 15 pp.).

22. Local offices of the Urban Coalition and the National Alliance of Businessmen can be contacted for the names of companies which have begun training programs and might be in need of a new careerist "interpreter-trainer." It could also be suggested to companies that have developed training programs that such people be hired as part of the program's supportive services, which are essential to the success of any training program.

23. Offender Rehabilitation and Project Crossroads are two such programs in Washington, D.C. Similar programs include the Manhattan Court Employment Project and the Manhattan Bowery Project, which are sponsored by the Vera Institute of Justice in New York City.

24. Dorothea Cudaback, "Summary Report on Welfare Service Aide Project" (Richmond: School of Social Welfare, University of California, Sept. 1968, 31 pp.).

25. Alan Gartner and Nina Jones, "A Career Development Plan for Community Action Agencies" (New York: New Careers Training Laboratory, New York University, May 1968), p. 9.

READERS' COMMENTS

1. -- Your job title in Head Start or HEW:

   -- Are you a career development coordinator?

   -- Are you a member of a career development committee or team?

2. Has this booklet been useful to you? If so, in what ways?

3. Suggestions, criticisms, or comments concerning the content of this booklet:

4. Career development projects you have observed, participated in, or initiated that you think have been effective in your area:

5. Types of material you think would be useful in promoting career development:

6. Types of training you think would be useful in promoting career development:

7. Other comments:

Please tear out and return this form to: Editor, Career Development Training Program, Bank Street College of Education, 524 West 42 Street, New York, N.Y. 10036. Please include additional sheets if necessary.